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ABSTRACT

Explained is an experimental program to provide supplementary instruction within a humanistic framework for 90 children (in grades K-12) with handicaps such as learning or behavior problems, mental retardation, cerebral palsy, and deafness. Cited is the need to avoid stigmatizing labels and instructional grouping by providing adaptive skill development to increase students' participation in regular classroom activities. Described are the instructional procedures such as diagnostic teaching, student population, referrals, screening, scheduling, recordkeeping, and goal setting. A section on program implementation covers objectives and work tasks for individual students, the use of techniques such as positive reinforcement to establish desired behavior patterns, and staffing considerations. It is noted that students improved in their ability to function adequately in the regular classroom as a result of the program. Administrative considerations and assistance in planning similar programs are also discussed. Flow charts illustrate program procedures such as how a student moves through work periods. Appendixes give sample record forms, a list of equipment and materials, and a questionnaire for surveying students' attitudes toward the program. (LH)

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RESEARCH DEVELOPMENT
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A HUMANISTIC APPROACH TO SPECIAL EDUCATION

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Values, Beliefs and Goals Underlying the Program
P.K. Yonge Laboratory School

VALUES

Sensitivity (understanding of and respect for differences among people; cherishing uniquenesses of individuals; recognizing the needs and feelings of others, actively facilitating their personal growth, and demonstrating empathy).

Authenticity (open, honest communication; freedom to be and feel as an individual; ability to rise above role limitations; maintenance of personal integrity).

Self-Realization (sensitivity to, awareness of, and appreciation for the beauties of humanity and the natural world; attainment of a wide range of positive experiences; commitment to seeking personal growth in one's ability to experience human emotions such as love, compassion, joy, gratitude).

Involvement (enthusiasm, personal excitement in learning and being, commitment).

Creativity (openness to positive stimulation and constructive innovation; flexibility in coping with change; generalization of new insights and applications).

Pursuit of Excellence (full development of one's unique capacities; scholarship; participation in examining controversial issues and searching for truth as individuals and groups; effective utilization of knowledge in all areas of performance).

Responsibility (action reflecting full knowledge and acceptance of probable consequences of one's actions to self and others as well as to the institution, the community, the nation, and the world--now as well as in the future).

(Continued on back cover)

A HUMANISTIC APPROACH TO SPECIAL EDUCATION

BY

JEAN WOODLEY BROWN

P.K. YONGE LABORATORY SCHOOL
DR. J.B. HODGES, DIRECTOR
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This public document was promulgated to disseminate information relative to the Supplementary Instructional Program at P.K. Yonge Laboratory School at an annual cost of $2,471.32 or $.824 per copy .

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Dr. J. B. Hodges whose administration over the past seven years has been facilitative to the development and implementation of the program described in this monograph and whose pen provided both the preface and final chapter;

Ellen Perez who assisted greatly in initially describing our program, in collecting and recording the quotes included and in describing the opinion survey;

Ruth Duncan whose numerous hours of editing have seen this monograph through to publication;

the P. K. Yonge faculty whose accepting, cooperative attitudes enable the described program to exist;

and finally, the students for whom it all exists -- who make it all worthwhile.

CONTENTS

Preface	ii
Need for Different Approach	1
One Different Approach to the Problems	3
Philosophical Framework	4
General Objectives	9
Description of the Program	15
Students	16
Referrals	17
Pupil Data and Screening Information	17
Scheduling	18
Records	20
Goal Setting	20
Increased Participation in the Regular Classroom	20
Implementation of the Program	22
Positive Reinforcement	24
Establishing Desirable Behavior Patterns	28
Staffing	31
Evaluation of the Program	37
Data from Achievement Unlimited	37
Evaluation of the Overall Program	41
Reactions to the Program	46
Administrative Considerations	55
Assistance in Implementation	59

LIST OF FIGURES

Figure I: Learning Triangle	5
Figure II: Diagnostic Teaching Model	15
Figure III: Flow Chart Showing How a Student Moves Through Work Periods	26
Figure IV: Flow Chart Representing the Procedure Followed by Each Student after Earning Choice Time	27
Figure V: Flow Chart Representing Procedure for Handling Unacceptable Behavior	30

APPENDICES

Appendix A:	Referral Form	61
Appendix B:	Pupil Data Form	62
Appendix C:	Sample Daily Schedule	66
Appendix D:	Observation Form	67
Appendix E:	Sample Records of Progress in Reading, Mathematics, and Spelling	68
Appendix F:	Equipment and Materials	70
Appendix G:	Sample Daily Task Sheet	73
Appendix H:	Sample Daily Task Sheet for Appropriate Behavior	74
Appendix I:	Sample Daily General Point Sheet	75
Appendix J:	Questionnaire Used in Survey to Determine Attitudes Toward Program	76
Appendix K.	Student Progress Report	81

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PREFACE

Recent court decisions require that all children be provided opportunities for an education to the extent of their potential, regardless of disabilities. Decisions are pending in additional cases in which schools are being sued for placing pupils inappropriately in "special education" classes. Furthermore, the labeling and categorizing of pupils in terms of their handicaps and segregating them from the "normal" pupil population has been brought into serious question. For the past six years the P.K. Yonge Laboratory School has conducted an experimental program which avoids all these problems by providing for the instruction of educable handicapped children without the necessity of placing them full-time in special classes.

All of the School's pupils are enrolled in regular heterogeneous classroom groups. Supplementary instructional services are provided for those encountering special difficulties in their regular instructional programs, including, but not restricted to, those ordinarily classified as educable mentally retarded, emotionally disturbed, learning disabled, physically handicapped, or socially maladjusted as well as the gifted. Pupils are removed from their regular classroom groups only to the extent that supplementary instruction is required since a central goal of the program is to reduce or eliminate the need of the student for such services. Not only is supplementary instruction focused upon that goal, but the teacher-director of the program observes the pupils in their regular classrooms and consults with their teachers as to ways of increasing the extent to which their needs may be met in the regular classroom. Thus, a concomitant benefit is the improvement

of provisions for individual differences in the instruction for all children.

Since students need not be classified as handicapped in order to receive special instruction, many who could not be so classified are able to benefit. In the experimental situation the teacher works with about 90 children each year for varying periods of time. This is approximately 10% of those enrolled in the school. The cost is about $135 per pupil receiving these services, or $15 per pupil when computed on the basis of total school enrollment.

In this monograph the program's director-teacher, Ms. Jean Woodley Brown, describes the program and reports reactions as to its effectiveness by student participants, their parents, other students in the School and the School's faculty. An earlier and related monograph entitled Achievement Unlimited: Enhancing Self-Concept through Improvement of Academic, Social and Motor Skills, reports the effectiveness of certain procedures carried out within the program for elementary pupils caught up in the failure cycle. Copies of both monographs are available to Florida public schools without charge.

It is the hope of the Laboratory School faculty that those who are concerned with the many perplexing problems involved in educating handicapped children will find the School's two monographs on the subject helpful.

J.B. Hodges, Director
P.K. Yonge Laboratory School
and Professor of Education

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NEED FOR A DIFFERENT APPROACH

> Millions of America's handicapped children are denied a full education. It's expensive to educate the handicapped, say state officials, and there simply isn't enough money. But parents and several federal courts are beginning to reject the empty treasury excuse.[1]

The Associated Press story which followed the editor's note quoted above reported that 4.2 million mentally and physically handicapped children "are being deprived of learning because their schools are short of cash."[2] The story reports, however, that lack of funds is no longer a legally acceptable justification for denying handicapped children equal educational opportunity. A "landmark" decision, rendered by U. S. District Judge Joseph Waddy on August 1, 1972, is cited.

The ruling was in response to a complaint brought on behalf of seven handicapped children who had been denied admission into the Washington, D. C., public schools. The District of Columbia Board of Education argued that these and other handicapped children could not be enrolled because of the high cost of educating them. It was shown that it costs about $900 more per year to educate a disabled child in Washington schools than a normal child. The ruling stated that the school's failure to include and retain these children in the public school system, or otherwise provide them with publicly supported education...cannot be excused by the claim that there are insufficient funds."[2]

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1 Editor's Note, Gainesville (Florida) Sun, June 10, 1973

2 Gottlieb, Henry, "Handicapped Kids Get Better Education Deal" Gainesville Sun, June 10, 1973.

In other cases, parents have sought restitution for damage allegedly suffered by "normal" children who have been inappropriately placed in special education classes as a result of erroneous testing. Increasing recognition of the fallibility of instruments for measuring intelligence is causing mounting concern.

Additional problems are inherent in the prevailing organizational patterns for instruction in public elementary and secondary schools which provides a "special" curriculum for children, grouping them in terms of their specific handicaps. As a result of such categorizing not only are there numerous legal threats and pressures, but many educators fear that irreparable damage may be inherent in processes which classify and label children in terms of their handicaps. A label such as EMR often implies inferiority to others and to the child himself, thereby diminishing the potential he as well as others see him capable of attaining. Labels are often used in ways which cause them to take on meanings in relation to specific handicaps which are broader than reality. For example, to many people , the handicap of blindness implies helplessness, inferiority, dependency, and possibly low intelligence. The reality is merely that the person cannot see and must make certain adjustments to life because of this fact.

Insofar as labeling affects a person's self-image and, therefore, tends to limit what he believes himself capable of achieving, the self-fulfilling prophecy is operable. Thus, once labeled EMR, the child's performance seldom rises above that expected of "an EMR". If, by chance, it does, the label is seldom challenged. He is simply seen as having made "remarkable progress for an EMR".

A major national project presently being conducted by Dr. Nicholas Hobbs, Provost of Vanderbilt University, is investigating the evils of

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the various school practices which label and classify children. It is likely that findings of this project will have significant impact upon practices in testing, labeling, and grouping the handicapped for instructional purposes.

The experimental program described in this document describes an alternative to traditional organizational procedures for instructing educable handicapped children which offers the advantages of (1) reducing the cost by providing special instruction only to the extent and in those areas in which it is needed; (2) avoiding placing pupils inappropriately in instructional programs in which learning opportunities are too limited to permit full development of their potentials; (3) avoiding the inherent evils of testing, labeling and categorizing children in terms of their handicaps.

ONE DIFFERENT APPROACH TO THE PROBLEMS

The major premise underlying the program is that the general curriculum should be sufficiently broad to meet the needs of all children. Within that concept, the Supplementary Instructional Services Program extends the scope of the general curriculum in order to provide appropriate learning activities for those students who encounter special learning difficulties. For them, special efforts are made to insure their inclusion in those regular classroom activities in which they are most likely to experience success. Depending upon their particular needs, students may be assigned to the "resource room" for as little as one hour per week or as much as three or four hours per day.

The program utilizes aspects of a variety of currently operative educational approaches, including humanistic practices based upon perceptual psychology and techniques for modifying specific behaviors by structuring the student's educational environment. Basically, the

program seeks to modify academic, motor, and social behavior by structuring the educational experiences in ways which enhance rather than sacrifice humanistic goals.

Assisting students in the development of specific adaptive skills for coping with the educational and social environment is achieved through the assignment of suitable tasks, provision of meaningful learner rewards, and maintenance of an appropriate degree of teacher structure. Manipulation of these sides of the learning triangle--task, reward, and structure--with the student at its center is considered extremely important for each program on remediation. (See Figure I.) Based on the premise that pupils and teachers are motivated by concrete evidence of change, record keeping, and in particular student graphs of progress, is important with emphasis placed on positive performance in all areas. It is important to note that although the goal is modification of social as well as academic behaviors, the approach utilizes learning activities rather than counseling as the primary means for achieving the desired change.

With each student working at his own level and using materials selected or designed especially for him, the program seeks to create an environment of success by developing skills in the basic psychological processes such as decoding, fusing, discriminating, associating, sequencing, and demonstrating memory through recognition or recall and additionally it seeks to create an environment of success in motor, social and academic skill development. As the student establishes a foundation for success in these areas, his readiness to return to the regular classroom is appraised.

Philosophical Framework

The School's values, beliefs, and goals, listed on the inside cover of this document, serve as the general philosophical framework for the

Figure 1

LEARNING TRIANGLE

Supplementary Instructional Services Program[3] Specific beliefs concerning the responsibility of the school in relation to the education of handicapped children and the nature of children, learning and teaching have been derived from this general statement. Having initially served as a theoretical basis for the program, these beliefs have become the operational values of the program director and the cooperating faculty. This list of beliefs precedes the program description in this document in order to provide the reader a frame of reference as he reviews the various aspects of the program and as an aid for public school teachers and administrators in their initial consideration of the suitability of such a program for their schools.

Beliefs about the responsibility of the school in the education of exceptional children

1. All children, regardless of their limitations, have the right to opportunities to achieve their educational potentials in all areas of growth.
2. The school has been assigned the responsibility for providing those opportunities whether it is in helping the exceptional student to accept himself, view himself as worthy, and relate in positive ways to his peers, or to develop his academic and motor skills.

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[3] Values, Beliefs, and Goals Underlying the Program of P. K. Yonge Laboratory School, Resource Monograph No. 1, Revised, 1973, presents a full statement of the School's philosophy and objectives. Copies are available to Florida Public Schools without charge.

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Beliefs about the nature of students

1. It is what a person can do that counts, and each student is capable of doing something well. At the same time, each can improve in the things that he does.
2. All students can benefit from the presence of the exceptional child in the classroom when encouraged to recognize the strengths of that child as well as to accept that child's limitations. In so doing the "normal" child may gain increased insight into his own life--its purpose and meaning. The least that can be hoped for is that he will become a more humane individual, sensitive to the problems and needs of those less fortunate by traditional criteria.
3. The exceptional child can function adequately within the heterogeneous group of the regular classroom in all areas except those especially difficult for him.
4. Behavior problems which occur in academic situations may be decreased if the teacher insures that the individual's tasks are appropriate for him and if what is to be done is clearly understood. If the assigned task is not appropriate or understood, the child will often seek to "control" the situation through his misbehavior rather than risk failure.
5. A teacher with awareness that academic tasks sometimes cause anxiety and frustration in pupils can help pupils appraise the situation realistically and handle their feelings in more acceptable ways.

Beliefs about the nature of learning

1. How a person views himself and his tasks greatly affects his performance in any area. Feelings of success are easily stimulated if a child has a clear picture of himself and can observe evidence of his academic growth through the use of some means of recording accomplishments. Furthermore, as the child experiences feelings of success, he puts forth greater effort, thereby promoting greater success Unfortunately, the opposite is also true. As a person fails to meet expected norms he perceives himself as a failure and often stops trying to succeed. The feelings of inadequacy are compounded if he is labeled by his disabilities or differences. He sees himself as limited and is even further limited in his expectations of himself by the circumscriptions of teacher, parents, peers, and others in the community. He, then, also becomes limited in the programs, materials, and other resources made available to him because of the limited perceptions of others. The force of these combined conditions creates a situation in which the self-fulfilling prophecy prevails.
2. All people work to receive some kind of reward. For adults, rewards for achievement may include an increase in salary, a promotion, an honor, or simply a sense of satisfaction in a job well done. For children, rewards may include points, free time, a hug or smile, praise, food, money, or again, personal satisfaction in a job well done or a difficult task accomplished.

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Beliefs about the nature of teaching

1. How a teacher views himself in the role as a teacher determines to a high degree his performance of that role. The teacher is a facilitator of learning, manipulating the materials and the environment in ways which stimulate optimal growth. The extent to which he has done this to the best of his ability is the extent to which he has met his full responsibility Further, just as the student who perceives himself as a successful learner succeeds in learning, the teacher who views himself as a successful teacher succeeds in teaching. To insure his own feelings of success, a teacher needs to see clear evidence of social, motor, and academic growth in his pupils.
2. How a teacher feels about children is vital in the teaching-learning process. A teacher who maintains a positive, objective view of his own assets and limitations will demonstrate similar views of his pupils. A realistic view will establish that he is not totally responsible for either a child's successes or failures. Hence, the teacher reduces his ego involvement, thus freeing himself to be more flexible, open, and innovative.

General Objectives

A primary objective of the program is to provide adequate and appropriate educational experiences for those children who cannot achieve optimum success on a full-time basis within the regular classroom

because of extreme differences in one or more functional behaviors. The basis for participation is the inability of the student to attain his academic, social, emotional, and/or pre-vocational potential in an educational setting designed for the majority of students.

The philosophy upon which the Supplementary Instructional Services program has been established strongly affects the means by which this objective is implemented. The concept upon which the program is based assumes that all school children behave primarily in normal or average ways. That is, all children want to feel good about themselves and, therefore, generally engage in those activities which make them feel good, even though it may be very difficult for others to understand why the activities selected have this effect. All children can do some things well and appreciate recognition for their accomplishments. Moreover, children share many of the attitudes, feelings, and interests of their peers. It is assumed that all school children are capable of participating in the regular program for most activities. However, some children exhibit certain educationally handicapping characteristics which must be provided for through additional or alternative individualized learning activities.

Through the joint efforts of faculty, students, and parents, P.K. Yonge Laboratory School has determined a set of six basic goals for the pupils in the School.[4]

These goals, listed below, serve as an ideological base for all

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[4] Values Beliefs, and Goals Underlying the Program of the P.K. Yonge Laboratory School, University of Florida, College of Education, revised, April 1973.

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programs conducted at the School. As such, they also underlie the Supplementary Educational Program.

Goals for the pupils:

1. That each student develop increasingly positive perceptions of himself;
2. That each student become an effective, life-long learner;
3. That each student accept increasing responsibility for his own behavior and learning;
4. That each student develop those skills and attitudes necessary for effective group living and interaction;
5. That each student learn to adapt to change and effect change constructively;
6. That each student find real meaning for his life.

Another of the major aims of the Supplementary Education Program is to initiate an individualized program of academic success for each student involved, thus assisting in the attainment of goals 1, 2, and 3. As a student finds success in areas previously difficult for him, he increases his positive perceptions of himself. At the same time success in learning activities stimulates a continued interest in learning, and being able to succeed at appropriate tasks decreases the need for inappropriate one such as misbehavior and acting out.

Many of the students in the program have not been able to work effectively in a group, and their social behavior reflects a lack of social interaction skills. Often their disruptive social behavior further negatively affects their academic functioning. Therefore, the modification of social behavior and development of skills for group interaction is an essential element of the program.

Because this program concentrates on the development of basic learning skills which can be useful in a variety of subject matter areas

rather than the mere acquisition of specific data or information, students are developing precisely those abilities they will need in order to confront our era of rapid change.

Finally, as each of these goals is realized at least in part for each "special" pupil, he is able to be successful, to value himself, and therefore acquire meaning and purpose for his life without the hinderance of arbitrary limitations created by a focus on his disability or difference.

The students involved in the program soon realize that each is seen as a unique individual with a responsibility to utilize his abilities and to make his unique contributions. The motto of the program, understood by each participant, is "It's what you <u>can</u> do that counts!" Based on the assumption that everyone has the ability to do something well, each student in the program consults with the teacher to determine both short and long term goals which he <u>can</u> achieve. Thus, each pupil finds that the area in which he "can do" is ever-expanding.

As a pupil's skills increase, he gains a more positive perception of himself and his ability and becomes more able to function within the range of regular classroom activities. Thus, he becomes increasingly able to function at an adequate level within his normal classroom group, thereby helping to prepare him to take his place as a productive member of our heterogenous society.

An important objective served by including exceptional children in the regular classroom is that all students have the opportunity to grow in understanding and appreciation of individual differences and abilities. Sharing activities with classmates exhibiting a wide range of abilities

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and other differences helps each student recognize that each of us has strengths and limitations and that it is how we use and cope with them that is importan

Two additional objectives are served through the resource room structure. First, a student who is just beginning to experience difficulty in an area of academic or social behavior can participate in a short term program designed to re-establish a success pattern regarding the specific area of difficulty, thus preventing more serious difficulties later on. Secondly this provision allows a much larger number of students to profit from the specialized skills of the diagnostic teacher than if she were limited to one full-time class assignment. By coordinating her activities with those of the regular classroom teachers and by serving as a consultant on materials and methods which can be used with pupils exhibiting special problems, the diagnostic teacher can have a far greater impact on the school's program.

With these general objectives serving as guidelines in the development and implementation of the program, the following outcomes are realized:

1. As students participate in the program they become increasingly successful in areas of special difficulty, both in the cognitive and affective realms. Further, as they do so, they develop increasingly positive perceptions of themselves and decrease instances of negative behavior.

2. Provision of a positive atmosphere for educable handicapped children and an effective means for teaching them, reducing the need for supplementary teaching instruction for the handicapped, and provision for part of their instruction to occur in regular classrooms ultimately

results in their returning for full-time instruction to heterogeneous classroom groups.

3 This approach enables the school to serve a wider and more diverse range of exceptionalities and ages than does an organizational structure in which handicapped children are assigned to special classes in terms of their handicaps.

4. This approach facilitates acceptance and understanding, throughout the school, regarding the nature of exceptionality and the instructional goals for individual children.

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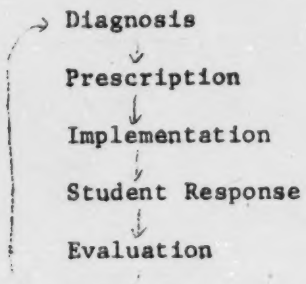
DESCRIPTION OF THE PROGRAM

Instructional Procedures:

To facilitate maximum growth of the students participating in the program, the instructional method used is that of diagnostic teaching. The teacher uses a variety of methods to determine the skills mastered by the student and those he needs to master. Then, she prescribes an initial program of instruction designed to meet those needs. As the student works, his assignments include provision for continual evaluation and feedback as to his progress; which, in turn, create a basis for re-evaluation and diagnosis by the teacher. As an integral part of her instruction, the diagnostic teacher continually analyzes the student's reactions and responses, using these as a basis both for determining his future educational needs and for evaluating the effectiveness of his present program. As the diagram below illustrates, diagnosis of educational needs leads to specific, personalized instruction to meet those needs; the instruction calls for a response by the student, the evaluation of which serves as a basis for a new diagnosis.

Figure II
Diagnostic Teaching Model



Students:

The students for whom this program is designed are those who are not experiencing a satisfactory level of success in the regular classroom settings because of various individual learning and/or behavior differences Many of these students, require structured, sequenced activities because they are highly distractable, especially by noise and/or movement The students are not, however, identified or labeled on the basis of a particular problem or handicap

The diagnostic teacher works with approximately ninety students in the program during the course of a week. The group includes 60 males and 30 females There are approximately 40 black students and 50 white students with no single socio-economic group predominating. During the past five years, the student population also has included students from India, Cuba. and Venezuela

Two students are in wheel chairs and two have slightly impaired physical control because of cerebral palsy. One student receives medication several times daily for epilepsy and four others require regular medication for control of seizures. One student is deaf, while another has a chronic problem of fluid in her inner ear resulting in hearing difficulties Eight students are seeing psychiatrists, while others have been referred for psychiatric evaluation. The majority of students have had frequent contact with the guidance department and several have frequented the nurse's clinic with physical complaints. Intelligence quotients for the students in the program range from 57 to 160. However, there are no students within the trainable or hospital range in the school.

Each student knows that he is part of a special program, knows why he was included, and has some degree of understanding relative to the

program's goals. He participates in planning and evaluation of his curriculum .

Referrals:

Students in need of supplementary educational services are usually brought to the attention of the diagnostic teacher through referrals. Referrals may originate from classroom teachers, parents, counselors, administrators, the school nurse, or from specialists who work with the child outside the school. In addition, any student who feels himself in need of special academic help or other modification of his curriculum may make a self-referral. Approximately 50% of the participants have entered the program through self-referrals. (See Appendix A.)

Pupil Data and Screening Information:

Once a student has been referred, the diagnostic teacher observes him in a variety of settings, including his participation in regular classroom activities. Conferences are held with those persons who may be able to provide useful information concerning the child(parents, teachers, specialists). The child himself may also participate in an initial conference with the diagnostic teacher to determine what he sees as his needs or what he wants to learn. When the diagnostic teacher feels a need for more detailed information concerning the areas in which a child is experiencing difficulty, tests may be utilized. In addition, each child's school records are reviewed in order to provide a more complete basis for tentative decisions regarding his educational needs and the appropriateness of supplementary educational services for him. A pupil data sheet is completed for each child evaluated by the diagnostic teacher. (See Appendix B) .

After considering all available information concerning the student, the diagnostic teacher then determines a course of action to be followed for the student. This may or may not include working in the special education resource room. Sometimes the diagnostic teacher needs only to introduce the classroom teacher to some different materials or teaching techniques that may be utilized in helping the student in his area of difficulty. If the diagnostic teacher feels that a student may require services which are not within the boundaries of this program (e.g., speech therapy, medical examination or treatment, personal counseling) she assumes responsibility for making referrals to the appropriate specialists.

Scheduling:

When it has been determined that some type of supplementary educational activities may prove beneficial to the student, the diagnostic teacher confers with the student and his [illegible] teachers regarding the inclusion of such activities in his schedule. Typically, a student entering the program will come to the resource room only when his classmates are working on activities which are especially difficult for him. Although some students come for as little as 30 minutes twice a week, others come for as much as four hours a day, depending on the individual need. During some hours the room may have as many as 29 students, while during others there may be only one or two students. Hours of participation for one student may overlap with those of others and may vary from day to day or week to week. This type of scheduling causes pupils of different age groups with a variety of exceptionalities to be present at one time, some doing individual work for personal growth and skill

development, others working on small group projects, and still others serving as helpers of other students.

Although all students entering the program have been individually screened and scheduled, two daily work periods accommodate large groups of students. As shown by the sample weekly schedule for the resource room, found in Appendix C, one of these groups is scheduled during the morning and the other in the afternoon. The work groups are included in the program because it has been found that working in a group helps each student to improve his social interaction skills. The two large work goups are made up primarily of students in the second through the fifth grades; however, during their scheduled work time in the resource room, several older students are present both as learners and as student helpers.

Before being placed in a group, each student entering the program has a period of orientation and diagnostic evaluation. During this time several tests or evaluative measures may be utilized by the diagnostic teacher in an effort to determine the most effective teaching techniques and learning activities for him. No specific test battery is used and each diagnostic program is designed for the particular child involved. When the student has begun his individualized program of learning and/or behavior modification program, a process of continual diagnosis and evaluation begins, providing both the student and the teacher with frequent information as to the student's progress. Continual evaluation is an inherent part of diagnostic teaching.

Records:

Copies of the "Referral Form" and "Pupil Data Form: devised for the program are completed and kept on file for each student referred. Observation charts and conference records are kept for each student. Each child's general level of academic performance and/or specific learning abilities and disabilities are noted initially and records of his progress are kept by the diagnostic teacher. Samples of forms used in the program are found in the appendices. In addition, most pupils have personal files in which they save their completed task sheets and in which many of them file graphs of their daily progress.

This information, in conjunction with the diagnostic evaluation, is utilized in providing the students' other teachers and his parents with feedback regarding his progress. (See Appendix E.) Hopefully, the design of the total program facilitates an optimum level of understanding between the individual student, his family, his teachers, and any specialist working with him.

Goal Setting:

The diagnostic teacher works with each individual in the supplementary educational program to determine a set of goals the student needs and wishes to achieve. In this process the teacher and student plan together. Usually planning includes both long and short term goals. As some of the goals which have been previously determined are attained, new goals may be identified and a plan developed to facilitate their attainment as well.

Increased Participation in the Regular Classroom:

After involvement in the supplementary education resource room has

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helped the student to establish the basic skills necessary for additional learning, and after progress toward the attainment of his goals has begun, both the diagnostic teacher and his other teachers begin to look for signs of carry-over into other school situations, especially during his participation in his regular classes. As he begins to apply effectively in other settings the academic or social skills he has learned in the resource room, his readiness to begin spending greater periods of time in the regular classroom is considered. As he becomes increasingly able to participate in the regular classroom activities and begins to feel better about himself as a learner, his involvement in the resource room is gradually decreased. In making decisions concerning the extent to which a student is involved in the supplementary program, both the student himself and the regular classroom teacher are regarded as most important.

IMPLEMENTATION OF THE PROGRAM

As the program is implemented, specific objectives for the individual students involved in the program serve as a guide for each step. These objectives are as follows:

1. To provide each student with an opportunity to upgrade needed academic skills and to capitalize on those skills in which he is already proficient;
2. To facilitate improvement in competencies in social interaction, particularly the ability to relate to and communicate with others;
3. To provide an opportunity for each student optimally develop his motor and perceptual skills;
4. To facilitate realistic self-assessment and develop in each an accepting attitude toward his own strengths and limitations; and
5. To enable the student to be a contributing, valued member of a heterogenous group with the first evidence being acceptable participation in his regular classroom.

Work Tasks:

As an initial step, academic and/or social behavior which need to be modified are pinpointed by the teacher and student. Appropriate tasks, designed to achieve modification of each specific behavior, are then developed by the teacher. Data relative to the student's reponse to each task are systematically collected. No one set of curriculum materials is utilized nor is any particular curriculum theeory applied. Some of the materials available to students are listed in Appendix F.

Work tasks are selected for each student, based on the diagnostic evaluation of the student's needs. Information regarding the student's academic and physical performance, as well as social interaction skills, is included in each evaluation.

Sequencing of work tasks is based on Premack's principle[5]. This states that behavior which normally occurs at a low rate (i.e., correct completion of arithmetic problems) is accelerated if it is to be followed by activities which are highly desirable to the student (i.e., art or five minutes of free time). Any student who has extreme difficulty "getting started" each day has his tasks sequenced so that his first task is the one he enjoys most. On the other hand a student who finds it difficult to complete his task sheet has his favorite activity at the end of his list. Task sheets (See Appendix G) are designed to enable each student to see exactly what and how much is expected of him during the work period. Furthermore, tasks are so designed and materials are so arranged that students can begin tasks without teacher direction.

Tasks are constructed so that each student can achieve an eighty-five to ninety-five percent level of success in terms of correct responses. Educational activities are presented to each student at his level of competence rather than at his frustration level. Challenge is viewed as conducive to learning, but "threat of failure" is not. Thus, individual components of a more complext task are consistently presented for mastery prior to presentation of the whole task. For example, proficiency in

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[5]Premack, D., "Toward Empirical Behavior Laws: I. Positive Reinforcement," Psychological Review, 1959, 66, -p. 219-233.

visual memory, exemplified by correct responses in sequencing letters, precedes the task of spelling five words from recall. Similarly, correct sequencing of words precedes sentence writing, and tracing precedes copying.

As each student completes a task, it is checked in the presence of the student in order that he may receive immediate feedback. Only correct responses are marked and the student continues working on each task until it is correctly completed. The day's performance in each skill area is plotted on the appropriate academic graph for each student.

Positive Reinforcement:

Positive reinforcement is an essential element in the overall program. Effort is made to provide each individual with the reinforcement viewed most positively by him. In the two large work groups positive reinforcement in terms of "choice time" is given to students for appropriate academic and social behavior. For these two groups, points are given at irregular intervals throughout the work period to reward appropriate behavior for each student. "Appropriate behavior" simply means doing whatever a student should be doing, whether getting materials, working at his assigned place, or participating in a group activity.

The points earned for appropriate behavior are recorded on individual point sheets (See Appendix H) which are kept in each student's task booklet. These booklets are not shared with the total group. The total number of work points earned for appropriate behavior during work periods is a criterion for "choice time." Thirteen points can be earned during the work period with a minimum of ten points required in order for a student to receive "choice time." However, when a student completes all of the tasks on his daily task sheet, he is

entitled to "choice time" for the remainder of the class period no matter how few work points have been earned. In this way students are rewarded both for correctly completing their work and for constant effort during work periods. The older students and those students not part of the two large groups do not earn points or "choice time" as such. Once they complete their assigned tasks, they are permitted to pursue any acceptable activity of interest to them.

Figures III and IV represent procedures followed for the classroom activities of the two work groups. Similar procedures are followed by other students.

"Choice time" is the term used to refer to a period of time during which the student may engage in any activity he has selected from a long list of acceptable activities. A wide range of activities are available. These include as diverse activities as sitting by the creek to sketch; eating an apple; playing a game alone or with others; playing quietly inside the classroom or on the playground; having time alone with the teachers; playing "4-square", other ball games, and tag; building and hammering; playing with class animals; searching for insects; or building a terrarium. Any activity that can take place on the school campus without disturbing others may be considered.

FIGURE III

FLOW CHART SHOWING HOW A STUDENT MOVES
THROUGH WORK PERIODS

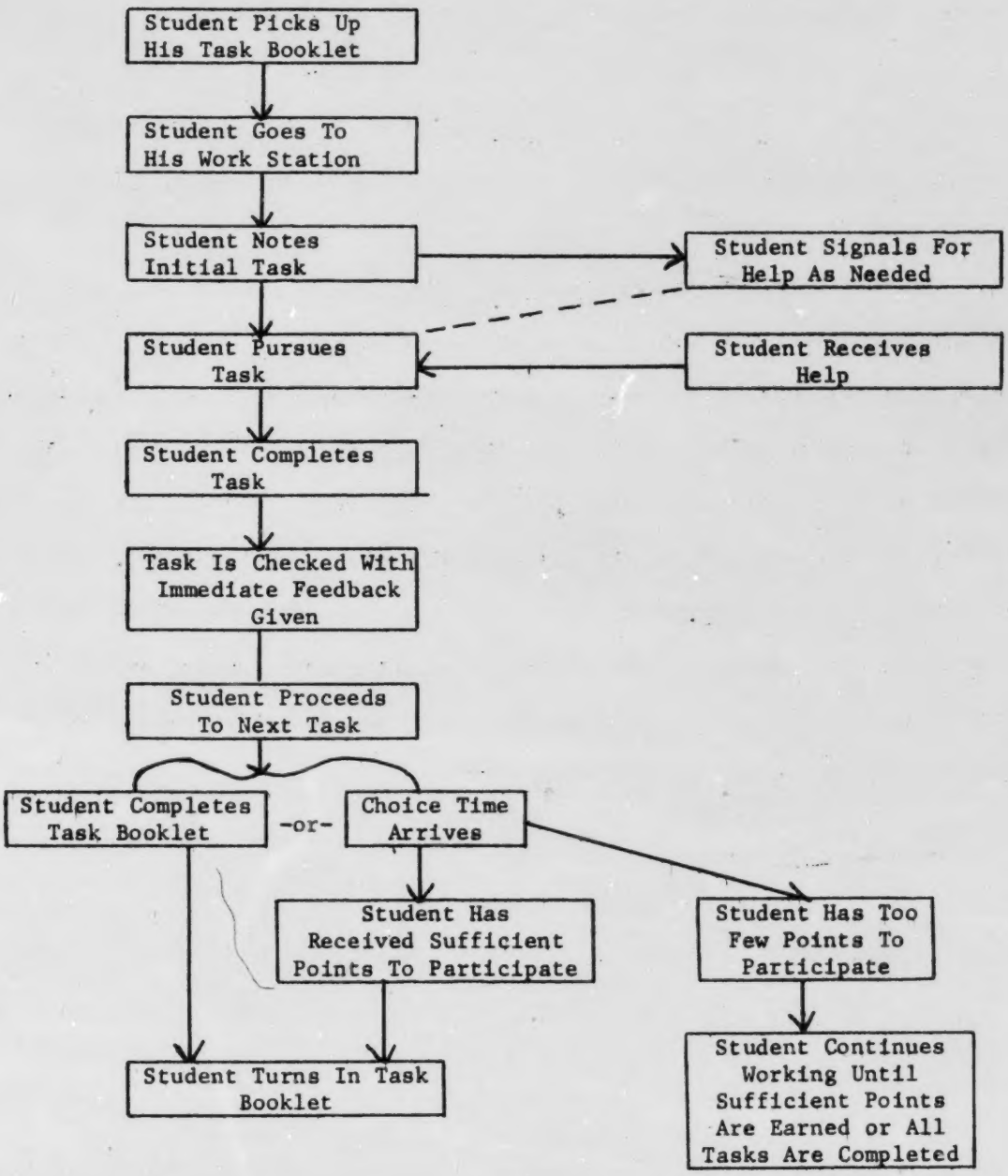
Student Picks Up His Task Booklet
Student Goes To His Work Station
Student Notes Initial Task
Student Signals For Help As Needed
Student Pursues Task
Student Receives Help
Student Completes Task
Task Is Checked With Immediate Feedback Given
Student Proceeds To Next Task
Student Completes Task Booklet
-or-
Choice Time Arrives
Student Has Received Sufficient Points To Participate
Student Has Too Few Points To Participate
Student Turns In Task Booklet
Student Continues Working Until Sufficient Points Are Earned or All Tasks Are Completed

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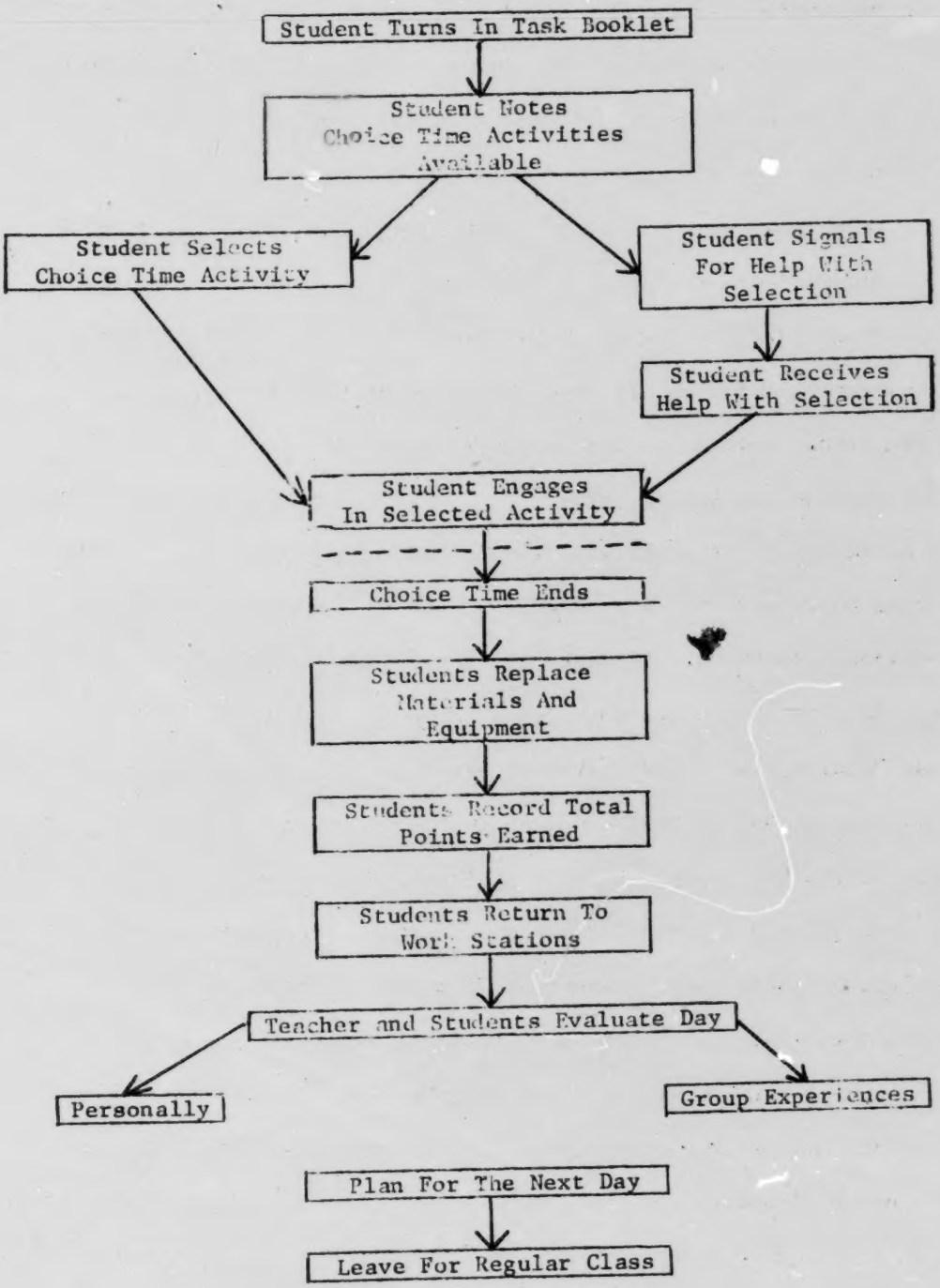
FIGURE IV

FLOW CHART REPRESENTING THE PROCEDURE FOLLOWED BY EACH STUDENT AFTER EARNING CHOICE TIME


Student Turns In Task Booklet
Student Notes Choice Time Activities Available
Student Selects Choice Time Activity
Student Signals For Help With Selection
Student Receives Help With Selection
Student Engages In Selected Activity
Choice Time Ends
Students Replace Materials And Equipment
Students Record Total Points Earned
Students Return To Work Stations
Teacher and Students Evaluate Day
Personally
Group Experiences
Plan For The Next Day
Leave For Regular Class

Establishing Desirable Behavior Patterns:

In the classroom only two unalterable rules have been set by the teacher. They are as follows:

1. We all have the right to live and do what we think is best without being afraid. Therefore, no one ever has the right to hurt another person intentionally in any way at any time.
2. We all have the right to learn and to share what we know with others who want to learn. Thus, no one has the right to keep another from learning or teaching.

All other policies and decisions relative to classroom behavior are made and modified during the year by the students themselves, as they see the need. Generally, the students extend the first rule to include not hurting any living thing.

A student may choose to sit and do "nothing constructive" as long as he neither hurts nor disturbs others. He is only rewarded, however, when he achieves something. Students are encouraged to exhibit appropriate behavior, including academic work, by receiving points, recognition, and "choice time". Each student also has the alternative to decide for himself what he needs to work on and to prepare his own task sheet for teacher approval. Once approved, the task sheet is signed by both the student and teacher and regarded as a "work contract".

Unless inappropriate behavior is dangerous or seriously disrupting the learning situation, it is ignored. Students seeking attention in inappropriate ways are not rewarded nor is time taken away from others who are earning attention appropriately. When misbehavior is so serious that it cannot be ignored, the child is told why it is not acceptable. He is reminded of the rule being violated, and suggestions for more appropriate,

alternative behaviors are explored with him. As soon as acceptable behavior is resumed, praise is given. Thus, teacher disapproval is used only to stop the inappropriate behavior, not to punish it. Figure V depicts this process.

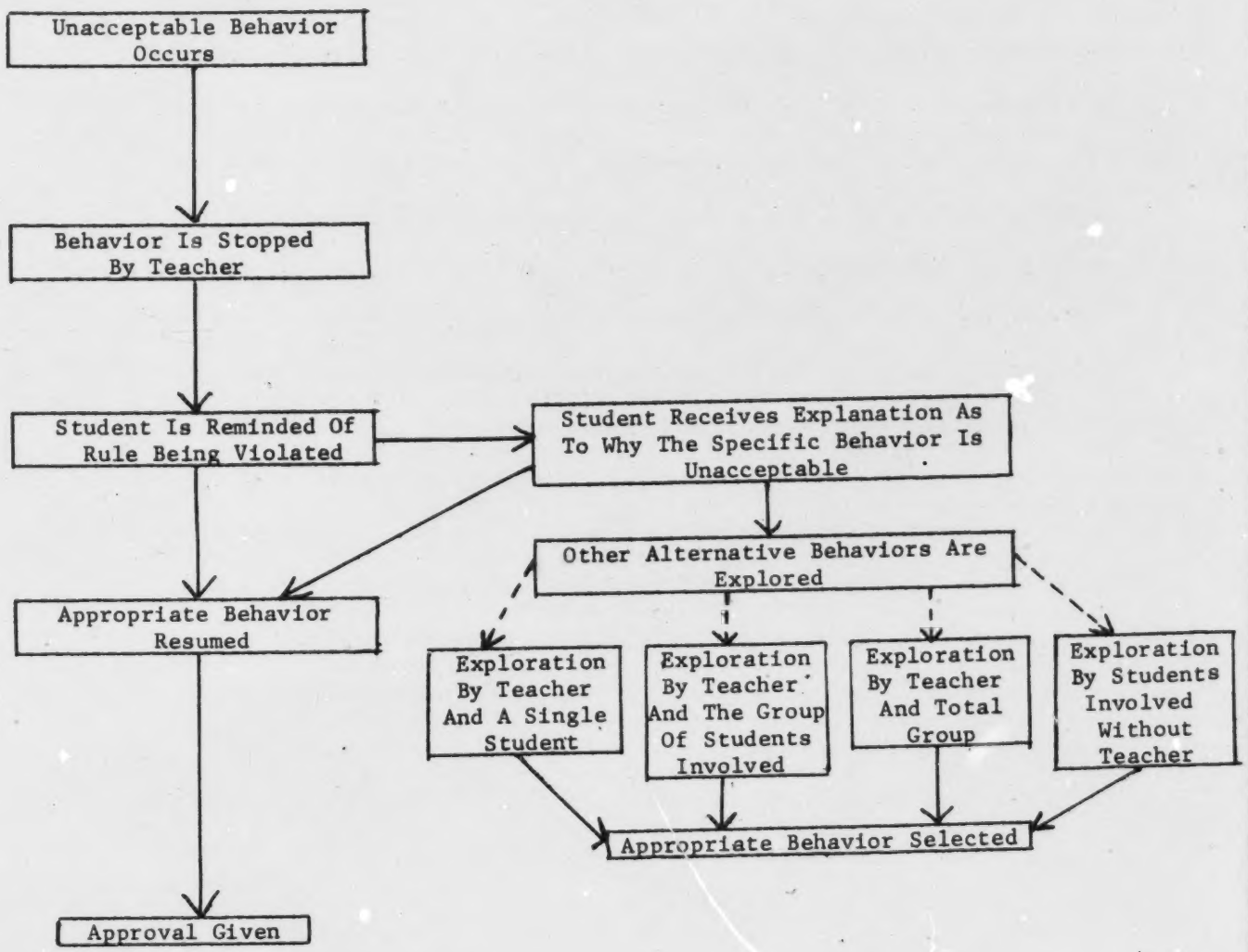
"Right", "wrong", "good", and "bad" are terms which are not applied to students' academic or social behaviors. Each student is viewed as a worthwhile individual having both assets and limitations and possessing alternative means of behavior in each situation. Responses and behavior of students are dealt with as correct or incorrect, acceptable or unacceptable, and appropriate or inappropriate. Incorrect responses in academic work are simply corrected by the student with whatever help is necessary. When unacceptable behavior or poor judgment relative to social behavior occurs and results in a conflict situation among students, more appropriate alternatives and their probable consequences are explored with the students involved. These explorations may involve one-to-one discussions with the teacher, small and large group discussions lead by the teacher, or private discussions among the students involved. In the private discussions the individuals seek solutions to be shared with the teacher. Certainly, this third technique of exploring alternatives reflects the greatest competencies in social interaction; consequently, it is employed by the teacher whenever feasible.

In addition to setting academic goals, the majority of the students establish goals concerning the elimination of negative social behaviors as part of their work in the Supplementary Instruction Resource Room.

The behaviors selected for modification by the students are most commonly those which consistently cause them to "get in trouble" in their regular classrooms. The degree to which modification or extinction

FIGURE V

FLOW CHART REPRESENTING PROCEDURE FOR HANDLING UNACCEPTABLE BEHAVIOR


Unacceptable Behavior Occurs
Behavior Is Stopped By Teacher
Student Is Reminded Of Rule Being Violated
Student Receives Explanation As To Why The Specific Behavior Is Unacceptable
Other Alternative Behaviors Are Explored
Appropriate Behavior Resumed
Exploration By Teacher And A Single Student
Exploration By Teacher And The Group Of Students Involved
Exploration By Teacher And Total Group
Exploration By Students Involved Without Teacher
Appropriate Behavior Selected
Approval Given

of negative behaviors is transferred from the experimental group setting to other settings is continually noted. Every effort is made to transfer to other situations those techniques which have proven effective.

Staffing:

The Supplementary Instructional Services Program is directed by the diagnostic teacher who has a master's degree in special education for varying exceptionalities, Kindergarten-Junior College. She designed the program with the assistance of a school-wide committee and advice from specialists in the University of Florida College of Education. Since its inception, she has had full responsibility for carrying out the program. No additional staff members are required. She does, however, serve as a directing teacher for the University's special education internship program which usually provides one intern assistant per academic quarter. In addition, there are College of Education students who participate in the program long enough to carry out short-term testing, research, or tutorial projects. Although the interns and participants do provide some valuable assistance in implementing the program, the time required for supervising their participation neutralizes their effect as additional staff.

Students helpers are extensively utilized in the program. Older, interested students (ages 12-17) are assigned to work in the program on a regular basis. They assist the teacher and younger students as a part of their school program. The student helpers are not necessarily academically successful nor are they independent learners. They have two main functions: 1) to help the younger students in a variety of ways such as calling out spelling words, reading directions, answering

Helping relationships improve competencies

in

relating

to

and

communicating

with

others.

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questions and supervising choice time activities; and 2) to provide clerical assistance such as totaling points and assisting with the maintenance of progress graphs. Whenever appropriate, the students who are members of the large work group are also assigned to help one another.

Data, primarily anecdotal records and responses to questions, are used to evaluate the effects of assisting in the program on the self-concepts of the helpers. Data also are examined to determine the effect this helping relationship has on the academic performance of both helpers and learners.

Each student helper is a volunteer who participates in the program as a regular part of his curricular activities. High school students receive appropriate units of credit for their work. No students are specifically recruited, nor are students required to continue beyond the point at which their participation is mutually helpful to the program and to themselves. During the past year, some 26 persons (15 males, 11 females, 15 blacks, 11 whites) have worked in the program as student helpers, and more than 70 students have served as helpers since the program began in 1967. Each year the number of student aides increases significantly.

The majority of student helpers volunteer their services after having heard of the positive personal experiences or discussions of how much the younger students need the help and influence of older students. Early in the year, student assistants often begin asking questions and verbalizing observations regarding the students whom they are helping. At times they

express real understanding of behaviors and feelings of the younger students by confiding that they too have had similar feelings or have acted in a similar manner at times. Thus, the self-awareness of the helpers is increased. As they help others find solutions to problems, they often begin to find solutions for their problems as well. Being with others whose problems are greater seems to free the helpers to view themselves more positively and, at the same time, more realistically.

Whether supervising younger students or assisting the teacher in collecting data, each student apparently feels strongly the importance of his work. Even if a helper has skipped most of his other classes, he is likely to report to work in the resource room as scheduled The concern of the younger students when a helper is absent is reflected by cards, notes, pictures, phone calls, and by a barrage of questions upon his return As the students in the program become more open in their communication and become better able to express their ideas, their comments become clear indications of the positive feelings they hold regarding the helpers. Frequently heard are comments such as "I love you". "You're nice". "I'm glad you're here today". "I've really missed you 'cause nobody helps me as good as you do". "I'm really mad at you for not showing up to help me. I don't think you really had to go with those people yesterday". Although they, too, may have difficulty expressing their feelings, particularly in the presence of peers or adults, the helpers find ways to communicate to the younger students that they and their feelings are important. It is evident by the very twinkle in their eyes that they appreciate the warmth shown them by the children, that it touches them deeply, and that it is highly valued.

"Choice time" means more to students as they discover that it may be used to play a game with an older student or go for a private walk with one of the helpers. The older students provide continual encouragement for the children to complete their assigned tasks or to work diligently enough to earn a sufficient number of work points for "choice time". Their urging is done in a positive way with a focus on the goals; punitive measures are avoided. Furthermore, the encouragement is sincere. The helpers show their dissappointment when one of "their" students fails to earn "choice time", sharing the sense of personal frustration and disappointment felt by a teacher when students do not seem to respond to the efforts made or assistance given. For many of the helpers this is the first opportunity they have had to view education from "the other side". They frequently comment about how exasperated some of their teachers must have felt with them at times and verbalize insight into the behavior of some of the younger students.

The helpers often ask many questions regarding the problems of the younger students. "What is cerebral palsy?" "How does it feel to be in a wheelchair?" "Why do some people have to have things wrong with them?" Some of their questions have to remain unanswered since even the project director cannot answer such questions as "Why does it have to happen?" However, all questions are handled in a straight-forward objective manner.

All those interested, particularly the students with problems being discussed, talk openly about areas of concern to them. Students and student helpers have been seen closing their eyes and trying to walk, blocking their ears and trying to understand people around them,

letting their legs dangle as they try to use a walker, pretending they have difficulty speaking, yet trying to make themselves understood, and even trying to read books written in another language. The children with the "real" problems also participate in this sincere exploration into the world of others. Consequently, students respect one another for the abilities each has and are often fascinated by the skills others have developed in overcoming obstacles. All students seem to move along the continuum from sympathy toward empathy. It is the opinion of the project director that it is as self-fulfilling to understand as it is to be understood. Hence, all efforts of the students to move in the direction of understanding others is encouraged and regarded as an extremely positive aspect of the program.

EVALUATION OF THE PROGRAM

The range of goals the Supplementary Instructional Program strives to attain is very broad. The degree to which the program reaches some of these goals could only be evaluated by subjective means. Objective measures of such qualities as academic achievement and changes in attitudes and self-concept were measured by pre and post-testing with standardized instruments. The program's ability to help students function adequately within the regular school program was determined by recording changes in the amount of time spent in the regular classroom as opposed to time spent in the resource room. The larger number of pupils which this structure allows the teacher to assist is a matter of record, also. However, other types of change, such as growth reflected by improved social interaction or more responsible behavior, were obtained from parental, peer and faculty comments, and from participants' self-reports.

Data from Achievement Unlimited

During the 1971-1972 academic year, a project entitled Achievement Unlimited was conducted within the Supplementary Instructional Program. Nineteen children from grades two through five, identified by their teachers as having chronic social and/or academic problems, were the subjects of the research designed to determine the specific benefits of the Supplementary Instructional Program upon children of that age range caught up in a school failure cycle.

The structure and approach in providing supplementary educational activities for those students was within the framework of the general

program as described in this monograph. The data obtained from that project are valid in evaluating the general program as long as it is recognized that they are obtained from a population which was restricted to grades 2-5, while the general program serves pupils in all the grades, K-12.

Details of the Achievement Unlimited study are reported in monograph No. 3 of the P. K. Yonge Laboratory School, copies of which may be obtained from the School on request. Because of the relevance of those data to the general description of this program, some of the findings are summarized here

In order to evaluate academic progress, pre and post-tests were used to measure growth in the following skills: writing the alphabet from recall, cursive letter formation from a visual stimulus, formation of both upper and lower case letters in printing and cursive writing from an auditory stimulus, spelling and reading vocabulary based on the Dolch Basic 100 word list, reading level as determined by the Sullivan Programmed Reading Placement Test, and math ability as determined by a test of math skills devised by the program director in 1965.

According to the t-test, the results of the post-testing showed significant gains for the entire group (19 students) on all of the measures listed above. The gains on the test involving writing the alphabet from recall were statistically significant at the .05 level; the gains of the group on the post tests for all the other skills were statistically significant at the .001 level using the t-test procedures.

The participants' social behaviors were noted near the beginning and end of the study by trained, impartial observers, using the Ottawa School Behavior Checklist. The decrease in instances of negative social behavior exhibited by the group was significant at the .001 level.

As the project began, most of the students reacted to one another spontaneously by threatening, grabbing, biting, name-calling, or destruction of each other's property. Seemingly, no thought was given to the consequences of such behavior. Some students would withdraw and become totally uncommunicative when faced with threatening situations. By the end of the academic year of the study, most of the students seemed to have developed a realization that all behavior has a cause and an effect, even though these might not be easily understood. Students sought to understand the reasons for their own behavior and that of others. They began to explore the alternatives open to them when something displeased them and, also, to consider the probable consequences of each alternative. The group learned that it was "okay" to have feelings of anger and disappointment and that some ways of expressing such feelings of anger and disappointment were acceptable while others were not. The depth of this social learning was reflected by the frequent comments showing increased self-awareness or understanding made by students who earlier could only pout, hit, or act out. Typical of comments heard by observers toward the end of the study demonstrate several kinds of social growth:

> "Why did you do that? He told you he was sorry. If you break his, it still won't make yours be fixed."
> "I'm sorry I messed it up. Let me try to help you put it back like it was."
> "You are not helping us and that makes us feel bad. If you don't stop goofing around, I'm gonna ask Mrs. Brown to make you leave our group.

Self-portraits were used as a basis for inferring the amount of change which had taken place in students' self-concepts during the course of the study. A rating scale assigned mental ages to the respondents according to the number of points scored on their drawings. A ratio comparing mental and chronological ages was then determined for each student.

For those students who completed drawings at both the beginning and the end of the study, the results, in terms of positive change in the ratio between mental and chronological ages, were statistically significant at the .001 level. As no direct instruction in drawing had been included in the project or in the regular classroom, changes in self-portraits were considered to be indications of changes in the awareness that each student had of himself and his feelings about himself rather than an indication of artistic ability. Thus, if a student's performance on the test indicated a greater growth in the mental age than in chronological age, it was assumed that the greatest single factor affecting the change was his having learned to perceive himself as an individual worthy in his own right.

The assessment of student attitude toward the program was based upon the responses given on a questionnaire completed at the end of the project. The students participating in the project unanimously agreed that they had improved both academically and in their ability to get along with peers and adults. Eighty to ninety percent of the students in the group answered thirty-seven out of forty-eight questions on two forms of the questionnaire positively; i.e., the response desired by the diagnostic teacher. The group responded overwhelmingly in favor of

such aspects of the program as: 1) having task sheets which allowed them to know exactly what was expected; 2) being able to start their work without having to wait for others; 3) having different assignments from everyone else; 4) receiving points for appropriate behavior; and 5) working on math, spelling, writing, reading and vocabulary skills more in the resource room than in the regular classroom. There was also substantial agreement that they 1) liked their work tasks; 2) considered both the amount of work expected and awarding of points to be fair; and 3) worked harder because they could earn choice time.

Evaluation of the Overall Program

Evaluation is conducted with two purposes in mind. First, it facilitates appraisal of the effectiveness of the program for the individual pupils who are participating in it. Systematically recording and analyzing data creates a pool of information about each student participant which serves as a basis for guiding and evaluating his progress. In addition, the data are used for evaluating the total program, projecting future needs, and planning.

Transitions:

As stated earlier, one of the primary objectives of the supplementary education program is to gradually reduce the need for specialized learning activities on the part of students having those types of functional differences which traditionally have tended to limit their ability to learn in the regular classroom setting. Thus it becomes important to look at just how well the program is achieving this objective. To date no formal collection of data has been conducted

to measure this aspect of the program objectively on the basis of the amount of continued academic success enjoyed by pupils who have made the transition to increased or complete participation in the regular instructional program.

Since its inception, however, some 260 different students have participated in the supplementary educational services program. Of these, approximately 250 (96%) have achieved some degree of transition to more participation in the regular school program. There are several forms the process of transition may take. Some of these are categorized below and illustrated by recounting a typical case study from each category.

1. Return to the classroom full-time after an interim period of participation in the program to prevent the development of more serious learning problems. The approximate per cent of students in the category is 53%.

Bill, a seventh grader, sometimes skipped his mathematics class and at other times skipped an entire school day in order to avoid the mathematics class. He had failed all quizzes for which he had happened to be present and had been unsuccessful in the work he had attempted. His mathematics teacher and the guidance counselor referred him to the diagnostic teacher who promptly gave him a mathematics skills test. It was determined that a lack of mastery of some basic computational skills (particularly in subtraction) had caused him to respond incorrectly to problems requiring those skills and, consequently, to lose all confidence in his ability to do any mathematics. After intense work in the development of these skills for an hour each day throughout six weeks, Bill began attending his mathematics class again. In attempting his regular work, he began to surprise himself by frequently being successful

in solving assigned problems. As expected, the failure cycle was reversed and as he felt increasingly successful, Bill put forth greater effort which resulted in increased success. Since that time, Bill has participated fully in the regular program and has taken additional mathematics courses. By the time Bill graduated, he was enjoying applying his mathematics competencies to determine football statistics and to compute his relatively high grade point average.

2. Full-time participation in the regular classroom after long-term participation in the supplementary education program. Approximately 24 per cent of the students are in this category.

Sally had decided that since she was unsuccessful in activities requiring reading, she was much "dumber" than other students in her fourth grade class and, further, that she always would be. Seeing herself as unable to learn, she decreased her participation in learning activities and later in all school experiences. Her parents, concerned about what her inability to read might mean for her, increased the pressure on her to perform. Sally generalized from her school failure experiences perceptions of herself as having little worth. Her teacher referred her to the diagnostic teacher, following a conference with Sally's parents who wanted to hire tutors. Emphasis in the resource room was placed on positive reinforcement for each small accomplishment as Sally began working on remedial and developmental reading skills. After a year's work on a daily basis, Sally continued supplemental reading activities, scheduled three days a week. Near the end of her fifth grade extra help was being systematically decreased. By the beginning of sixth grade, Sally's new-found success in reading activities had provided her with enough self-confidence that neither she nor her

teacher felt the need for continued supplemental work. Now completing seventh grade, she continues to participate successfully in the regular school program.

3. Steadily decreasing the amount of time spent in the resource room complemented by increased participation in regular classrooms. Approximately 15 percent of the students are in this category.

Although obviously quite intelligent and capable of learning, six year old Skip had experienced a lack of success in performance activities which had caused his parents and teacher to become concerned that he would learn to read or do mathematics only with extreme difficulty.

His lack of skill in dealing with activities involving special relationships, similarities or differences, and sequencing made him unable to recognize letters, words, and numbers or to sound out or spell words. With great emphasis on immediate positive feedback his daily activities in the resource room centered around visual-motor perception activities and the manipulation of objects to develop number concepts. His participation in the supplementary program continued on a daily basis through the next three years as he continued to struggle along in regular classes with slow but growing success. He ran away from stressful situations to the resource room many times during those three years. In his fourth year, he changed from daily attendance in the resource room to meeting with the group only twice weekly. Now, because of his participation in his regular class activities, he frequently either comes late, leaves early, or misses an entire work period. He has been completely responsible in requesting permission to miss scheduled sessions. Approval is always given because each absence from the scheduled session indicates an additional time he has been

successful in the regular school program and a time during which he sees himself as very important and a necessary part of the on-going activities. Although his mother felt the need for frequent conferences during the early years, she has not required a conference to express her concern since September, 1972. Because of his increased success in the regular activities, Skip probably will not be scheduled for supplementary work during the 1973-1974 school year.

4. A change in the type of resource room participation, indicating growth in desired skills. Some five percent of the students are in this category.

When the Supplementary Education Program began six years ago, Jack, a fourth grader, was one of the first participants. He sat in classes without paying attention or participating in any activities. He did poorly on all assigned work and seemed to enjoy the resulting attention this brought him. During his first years in the program, Jack frequently sought refuge in the resource room or wandered around the school in order to avoid working. Since attention was so important to him, in the resource room every effort was made to ignore him when he was intentionally doing sloppy, inaccurate work to gain attention. He received attention and help only when attempting to make his work accurate and neat. Other teachers began to "reward him" by giving him praise and attention for appropriate social and academic behavior. Since recognition and attention are highly valued by him, he has changed from spending four to five hours daily in the resource room to working as a helper an hour a day in the resource room and two hours per week with the audio visual instructor. He continues to work on skill development as he tutors younger students, but also enjoys normal peer interaction in all areas of the school.

Reactions to the Program

Another aspect of evaluation of the supplementary education program comes from the personal reactions of those most intimately involved with the program--the student participants and their parents, other teachers and students in the school, and the students who serve as volunteer helpers.

Student Learners and their Parents:

One student came to P. K. Yonge as a high school junior after having been permanently assigned to "special education" classes from the third grade. She comments:

> Where I went to school before, I stayed in the Special Education class all day. The class was almost all black kids, and the other kids in the school make fun of you--say you're crazy. It didn't matter if I didn't go; maybe the teacher noticed--nobody else much. I only had one good friend--she was in class with me, but she graduated.
>
> Now I like school better. Here more people know me and they're friendly and talk to me. If I'm absent they miss me. Mrs. Brown needs me to help, and George (a younger student with Cerebral Palsy) does too. I worry when I'm not here to help him with his lunch. I help in the kindergarten too. I like the kids. I miss them when I'm not there. When I go in there they make me feel happy and important.

When asked how she felt about her daughter's participation in the program, the mother of this student briefly expressed her satisfaction with it:

> I'm very pleased with my daughter's transfer to P. K. Yonge. For the first time since she started to school she seems to feel no pressure and no longer hates the idea of school. This is a long way to come in a few short months.

Another parent whose child is severely physically handicapped and has been in the program since its inception has this to say:

> I don't know what we would have done without the supplementary education program. My child's problems require very special learning activities and a teacher with special training and knowledge. At the same time I don't want him to be in a class

limited to handicapped pupils. Children tend to imitate each other; they imitate the good and the bad. If he only saw other children who couldn't walk or speak correctly he would not be motivated to improve his own walking or speaking. The very best thing about the program is that through his participation in the regular classroom he is seen first as a child not as a handicapped child.

A ten year old boy whose loud, aggressive behavior in class coupled with low academic performance caused his teacher to refer him to the program, tells how he feels when working in the resource room:

> When I come down here I come to work. I learn down here. I like it here cause I get free time. I gotta earn it though. It makes me feel good when I earn it. I feel smart when I'm here. Whenever I feel dumb at something, I just quit.

This nine year old girl is so loving and cooperative that her low academic performance might have been overlooked were it not for the fact that this program permits self-referrals. Although she appears to have normal ability, she came to P. K. Yonge academically behind her age mates and works in the resource room to develop basic language arts and mathematics skills.

> I come here to do work. I like it but it's not easy. When I first came I just worked for points, now I want to learn something. In my class I do science and things you can learn in a group. Here I work alone, I like it here cause I do my work and don't be bad. At home we play school a lot. I play the teacher--a good teacher, like Mrs. Brown.

Teachers:

Teachers in the school have found the program to be of special assistance to them in meeting the myriad needs of the students in their heterogenous, multi-age grouped classes.

One teacher of eight, nine, and ten year olds has described quite feelingly what the program means to her as a teacher.

Every teacher feels she needs another hand to take care of the multiplicity of needs of individual children in a self-contained classroom. If only Mary could have more of my time to help her feel more successful. If only John had more of my time each day to help him build acceptable social relations with his peers. If only, if only, this is a constant needle to a teacher's conscience. Since the class must live, work, play, and laugh and cry together five hours a day, this needle digs deeper and deeper concerning the few children who do not (in the large group) seem to be meeting some of their needs. Even when the class is highly individualized, even when the climate proclaims the value of each individual, a teacher knows that "another hand" would be helpful.

To me our supplementary education room is this other hand. Here a child can slowly build whatever he needs to help him feel adequate. A deaf child can have the opportunity to talk in a small group and develop some social graces not learned in the large group which overwhelms him. A child who needs to build confidence in order to feel safe in a large group can have the kind of small group learning experiences which encourage him to assert himself little by little within the large group. The child who desperately needs friends but whose every overture toward others is rejected, can develop interpersonal skills in a small group and then return to the classroom confident that the skills will work there too.

The greatest thing about the supplementary education program is that the teacher works with the classroom teacher to help most children become eager to bridge the gap from the resource room to the larger classroom. The children work toward spending longer and longer periods in the regular classroom. In many special classrooms, children remain "special" forever and never move into the larger society. Ultimately, isn't that what growing is all about? Don't we aspire to help all children develop skills that help them feel they can make it as a part of the larger society. Children, in our special way of supplementing their classroom activities, feel special, but it's a different special. They feel they have special skills they have worked to attain and expand until they feel secure in their ability to use them. They <u>know</u> they <u>can</u> read, they <u>can</u> write, they <u>can</u> work with others, they <u>can</u> make friends. This is what our supplementary education class is. Thank goodness, my other hand is working in this way for some children because that is how I feel it should be for all children.

Another teacher whose class contains six, seven, and eight year olds describes how the supplementary education program is of help to her as a teacher and to all of her students.

I have what I would call a co-relationship with our supplementary education teacher. We determine together what needs a child has and develop complementary activities to meet them. By planning together and sharing objectives we provide each other with mutual support. Having someone to consult with about children

with "special" problems helps me to be more perceptive and understanding when these children are participating in my classroom.

I like our system of having all children in the regular classroom. When children with handicaps or learning difficulties are separated from others into a "special" class we are focusing on the differences in children, setting them apart. When they're all together, we can concentrate on likenesses; the children can learn about handicaps honestly and objectively. They learn that we are all human with likes and dislikes, things we can do well and others we do not do so well.

Here a middle school science teacher expresses how she feels about education for "special students":

I came to P. K. Yonge after several years of teaching in schools where special education students were separated from other students; I thought, then, that this was the best way for the needs of these students to be met. I felt my major responsibility towards any students having extreme difficulty in my class was to refer them to the special education program. This way they wouldn't have to take a difficult subject like science and hold the whole class back while they struggled to understand.

After observing the program here, I have come to feel that if I don't take the opportunity to introduce these students to the exciting world of science, they may never have a chance to discover it. I enjoy having these students. The individualization of assignments within the regular program combined with supplementary learning activities is the best of any approach I know.

Finally, a member of the faculty who has experienced working with the program both as a high school teacher and as a guidance counselor has this to say:

The greatest significance of our supplementary educational program is that students can work on individual learning or behavior problems without being made to feel they are extremely unlike other students. There is value in having "exceptional" students participate in the regular program, for others as well as for themselves. Students can learn to help and understand one another and appreciate each other's uniqueness through a program such as ours.

Student Helpers:

One of the high school students currently serving as a helper in the program describes her feelings about the class:

I think that all the students in this class get along with

with each other real nice and they try and help each other in any way that they can.

The students try harder in this class because they don't want to be left behind, or called dumb or retarded. I haven't been in this class very long but I think that these kids are not different than any of the other kids that I have been around.

Another of the high school students in the program says that her experiences have influenced the choice of vocation she will pursue after high school.

I think P. K. Yonge's Special Education Department is probably the best I've seen since I've been in school. When I was attending other schools I could tell if someone was in Special Education because they were always labeled. Here at P. K. you really can't tell one from the other. I've found so much interest in this class, that I'm going to major in Special Ed. The kids here seem to be a little more friendly than others, and I think they seem to act like a family.

This student, once a high school helper in the program, now attending junior college, continues to volunteer his services to the program on a regular basis. Here he tells what working in the program meant for his personal development.

I began working as a helper in the "Resource Room" in October of my sohpomore year. It was my last chance. At that time I was ready to drop out of school--I hated it and I hated myself. I'd had a counselor assigned to me ever since I could remember and by then I was heavily into drugs, the philosophy of S.D.S., things like that.

Working with the kids who came to the Resource Room really turned me around. Now I had something that could help me relate to school. I liked the kids; they liked me. What's more, they <u>needed</u> me. It became the center of my interests. I had to start reading and learning myself. I could feel myself growing. I had something to be proud of, excited about--I was somebody special. <u>I could believe in myself</u> and this carried over into other things. I felt I could be a success at anything I believed in. Now I'm going to college and am working as a cottage parent for the children's psychiatric unit. I'm going to make helping special children my life's work.

I think the resource room is great for the kids who come. They can move at their own pace without group pressures to keep up in areas that are hard for them. They can experience success and feel good about themselves. I've seen special education classes in other schools. Usually it's a special room where kids

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are permanently assigned and get labeled or stereotyped. Lots of times teachers just send the troulemakers.

A university student majoring in Special Education who has regularly observed and participated in the program has this to say:

> Mrs. Brown's Monday and Friday special class has a program I found to be different from any other I have previously encountered. I found it a break away from the traditional stereotype of classrooms I experienced as an elementary school pupil. Here, each student is given a personalized assignment geared to his own abilities, not the abilities of others. I especially liked the plan of assigning tasks individually. I felt it is the intention of this class to evaluate each child on his own merits. Too many times students are just supposed to keep up, forfeiting the comprehenison they might have had if they were allowed to work at their own rate. This is not the case in Mrs. Brown's classroom. I think every child has the opportunity to learn here if he has the desire

Other P. K. Students:

In an effort to find out how other P. K. Yonge students view the diagnostic teacher, the resource room and the students participating in the Supplementary Instructional Education Program, a survey was conducted in randomly selected elementary, middle, and high school classes. The survey was designed to determine just how well the program had succeeded in preventing the isolation, stereotyping and stigmatizing of students with educationally handicapping characteristics. A copy of the questionnaire used in the survey is found in Appendix J.

For each question, the diagnostic teacher selected the preferred response, (one which reflected the way she would like to see the program and its participants viewed by themselves and others). The other responses were then scored according to their distance from the preferred response. Thus, on a scale from 1 to 5, if 3 were the preferred response, responses 2 and 4 would receive scores of one point, while responses 1

and 5 would receive scores of two points. If the preferred response were number 1, then response 2 would be scored one point; response 3, two points; response 4, three points; and response 5, four points.

The maximum number of points which could be scored was 102. The closer a score comes to this total, the greater the difference in that pupil's view from that preferred by the diagnostic teacher.

With the exception of one high school class to be discussed below, the responses were grouped into five categories:

A. Presently a learner in the program
B. Presently a helper in the program
C. Both a learner and a helper
D. Would like to help in the program
E. Would not like to help

The chart below shows the number of respondents and the mean score for each group.

Figure VI; Mean Scores on Student Opinion Survey

	NO. OF RESPONDENTS	MEAN SCORE
A.	11	43.5
B.	8	50.8
C.	14	44.8
D.	42	53.6
E.	75	56.5

These mean scores indicate that the average respondent was no more than one or two points from the preferred response on the majority of questions. The group whose scoring reflects a perception and an attitude closest to the desired one, is Group A, made up of learners in the program. This indicates that they have indeed received the message of

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the program regarding their value and worth as individuals. As was expected, the group with the highest mean score was Group E, made up of those students with no interest or involvement in the program. At first glance the relatively high score of those who want to be helpers (Group D) might seem incongruent. However, a person who sees another as needing his help is often more likely to see that person as different from himself.

It is interesting to note that one high school class chose not to respond to the questions. They said that they did not feel sufficiently familiar with the program or its participants to make an evaluation. This feeling prevailed even after two learners and one helper from the class identified themselves. One learner volunteered, "Hey, man, you know us, we go down there." Thus it is felt that the lack of responses from this group is a further indication of the neutral, (as opposed to negative) attitude taken toward the program and its participants on the part of the majority of the student body.

A seven year old girl who was asked some questions about what people do in the resource room answered:

> This class is here to help people--the ones who be bad and some who be good. I know lots of the kids who come here; they come to learn. They're not any different than the kids in other rooms. I like to come over here to visit with Mrs. Brown. Maybe I could come here sometime to learn too.

In response to a similar group of questions, a nine year old comments;

> Mrs. Brown is doing something good--helping kids in some way. They're regular people but they must have some kind of problem, so they need help. When they are in here I think they learn reading and math; they have to listen well and obey cause they want to learn. I like the kids who come here, they're my friends.

Older students, of course, are more aware of the reasons why some pupils require supplementary educational activities. However, these

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thoughtful comments quoted below by several high school students indicate that they neither detect a great difference between themselves and the students participating in the supplementary education program nor do they sense any stigma attached to someone's attending the resource room.

Student A:

> The kids who come here are usually those who can't adjust themselves very well in classes. They have some kind of problems that keep them from learning well. Sometimes the problems are serious and sometimes they're not. With the high school kids it's probably a lack of application or motivation that's making them learn slower. They're not really all that different from the rest of us. I like most of them most of the time. At my other school special education was different. We had nothing to do with those kids. They were a world apart.

Student B:

> When I was going to another school we didn't have anything to do with the kids in Special Education. One reason might have been that we hardly ever saw them. But when I did, I'd laugh, but I wouldn't let them get too close because I was afraid.
>
> Now that I'm at P. K. I see Special Education in a different light. I see that these kids aren't any different or any worse than me. Now I really don't see what I was afraid of.
>
> At public schools I think they were made to feel they were inferior because that is what everyone else thought they were.
>
> Sure they need special help, but that's what they come for. I don't think they need my pity, but my concern. Not only from me but from everyone.

Student C:

> I've been a student at P. K. Yonge since the third grade so I really can't remember any other kind of special education program. I think that kids come to this class because they need help with reading or some kind of special attention but they don't seem real different from the other kids. It's good for them to be in the regular classes too and not in a special class all the time. That way they learn to get along with other kids and don't become too dependent on special attention. The kids who work as helpers seem about the same as the rest of us, but they must have a lot of patience to want to work with young kids. I admire them. I wouldn't like for us not to have this class because I think a lot of kids need it.

ADMINISTRATIVE CONSIDERATIONS*

As administrators consider new programs for their schools or major modifications in existing programs, they must weigh them in light of very specific questions. A program model for the instruction of exceptional children is presented in this document. It is assumed that some administrators will consider the model as a possible alternative to existing programs in their schools in which exceptional children are grouped in terms of their handicaps and instructed within self-contained classrooms. Others, where the geographic distribution of students is such that classes sufficiently large to support programs for any or all categories of handicapped cannot be formed, may consider this model as a means of meeting the needs of children who are being neglected.

As an aid to administrators as they examine this program in the light of either of these conditions, information pertaining to some of the questions they are likely to consider most relevant is derived from other sections of the monograph and summarized here.

1. How does this program relate to possible legal problems relating to the education of exceptional children?

In one important decision the courts have ruled that inadequacy of funds to cover the additional cost of educating handicapped children is not an acceptable basis for exclusion of any handicapped child from the public schools. A second question, pertaining to the schools and school officials when children are erroneously placed in special classes and thus deprived of appropriate educational experiences, is presently being tested in the courts.

Since the cost of providing special instruction for students

*This section was prepared by Dr. J. B. Hodges, Director, P. K. Yonge Laboratory School.

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only in those areas in which it is needed is much less than the cost of providing full-time instruction in small, segregated classes, school districts should experience less difficulty in supporting instruction for all exceptional children under a plan such as that described in this monograph. Furthermore, since one teacher instructs children with different types of handicaps, a sufficient number of children with the same handicap to support a class is not required in order to provide for their special instructional needs.

Since this program is more flexible, neither assuming full-time or permanent assignment to a special class, the dangers of erroneous assignment are sharply reduced, or eliminated.

2. Will current State (Florida) funding procedures pertaining to education of exceptional children provide support for this type program?

The FTE funding program passed by the 1973 legislature does not require full-time enrollment of students in special classes in order to qualify for support of their special instruction. It permits application of the formula for support of special instruction for that portion of time the student receives special instruction by a qualified teacher. Through appropriate testing procedures exceptionality must be established. The fact that the flexibility of this program permits short-term special instruction should not present a problem since support is based upon average membership during two designated weeks.

3. Does the program serve the best interests of children?

The monograph does not present conclusive evidence as to the level of progress made by all children in the experimental program.

However, the progress of a sample of 19 elementary children who had been identified as being caught up in a failure cycle was carefully measured over a period of one year. Progress in the affective as well as the cognitive domain was highly significant.

The program's operation is consistent with humanistic goals in that it avoids the potential damage to children when they are classified, labeled in terms of deficiencies, and separated from the mainstream of the school society. Furthermore, the likelihood that self-fulfilling prophecy of failure may become operative is lessened.

4. Is the program likely to elicit community support?

The monograph cites evidence, contained in numerous testimonials and several surveys, of a high level of support by parents of children in the program. Also, the experimental program is enthusiastically endorsed by students in the program, other students in the school, and by the School's faculty.

5. Can the program be staffed adequately?

This may be the most important and difficult question facing the administrator. Not only must the teacher be certified and otherwise qualified to teach children falling within the different categories of exceptionality, but he must also be an exceptional person himself, possessing numerous other essential qualities. He must be able to organize effectively and, at the same time, able to tolerate the relatively high level of disorganization inherent in a classroom setting in which the population is constantly changing. He must be sufficiently secure and adaptable to shift rapidly from one type activity to another and to work with children representative

of all ages, all learning levels, all personality types, and all academic, social, and emotional problems. He must be effective in working with other teachers and able to deny requests without creating hostility. Above all else, he must have a deep commitment to the belief that all children are important and all can make progress.

6. Is the program facilitative of faculty growth?

One of the most persistent needs in elementary and secondary education is for greater expertise in working with classes representative of a wide range of individual differences. This program requires continuing dialogue between the special teacher and other members of the faculty. This dialogue deals primarily with such matters as (1) setting growth objectives for children on the basis of their needs and levels of development and (2) provision of appropriate experiences both within the resource classroom and the regular classroom. Further, dialogues themselves are conducive to faculty growth and tend to stimulate total faculty activities aimed at greater understanding of and provision for individual differences throughout the instructional program.

7. Is the program too costly for implementation?

In the experimental situation cost has been approximately $135 per pupil receiving special instruction and $15 per pupil when computed on the basis of the total school enrollment. In the experimental program, approximately 10% of the pupils enrolled in the school have received special instruction each year.

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8. Can the program be implemented successfully in my school(s)?

A unique but demanding feature of this approach to special education is that it is fully integrated into the total program and, thus, a program of the total faculty rather than of one or more special teachers. Essential for successful implementation, then, is that the approach of this program be consistent with the faculty's values and the school's philosophy and objectives. The monograph delineates in considerable detail the values and beliefs upon which the program relies. Unless there is a relatively high degree of commitment within a school to these values and beliefs, the program should not be undertaken. Furthermore, there should be a clear understanding on the part of the administration and teaching faculty that implementation will require school-wide support.

Assistance in Implementation

For those public school personnel interested in developing and implementing programs similar to this in their schools, several means of assistance can be provided by the Laboratory School. These include one day drive-in conferences to be held at P.K. Yonge and workshops to be conducted in central locations for those geographic areas where sufficient interest is manifested. Assistance will be directed toward the specific mechanics involved in setting up the program including (1) selection of students for whom the program may be beneficial, (2) the process of pinpointing the specific academic and social skills to be modified, (3) developing procedures for recording

progress in the selection or designing of appropriate tasks and materials for individual students, (4) developing individual programs to provide reinforcement for desired behaviors, and (5) utilizing a system for filing work and managing work sheets which provides for optimum individualization. Skills test and accompanying guides for teachers will be presented with information relative to diagnostic procedures.

If clarification or additional information relative to any aspect of the program is desired, inquiries should be directed to the program director, Mrs. Jean Woodley Brown, or the Laboratory School Director, Dr. J.B. Hodges. If there are those who would like to discuss the program with the program director or observe the program in action, visitors to the Laboratory School are always welcome.

Appendix A
SUPPLEMENTARY EDUCATIONAL SERVICES

P.K. YONGE LABORATORY SCHOOL
UNIVERSITY OF FLORIDA
GAINESVILLE, FLORIDA

REFERRAL FORM

Pupil's Name: _____ _____ _____

Sex: _____ Grade: _____

Age: _____ Room: _____

Birthdate: _____ _____ _____ Teacher: _____

Parent or Guardian: _____

Address: _____

Brief Statement of the Problem:

Referred by: _____ _____
Signature Position

Date: _____ Note: When completed, please return to Jean Woodley Brown

---

Date of Initial Observation by SES teacher:
Remarks:

Date of Conference with Student's teacher:
Remarks:

Appendix B
SUPPLEMENTARY EDUCATIONAL SERVICES

P.K. YONGE LABORATORY SCHOOL
UNIVERSITY OF FLORIDA
GAINESVILLE, FLORIDA

PUPIL DATA FORM

A. Personal Backround Information:

Pupil's Name_____ _____ _____

Age_____ Birthdate_____ _____ _____

Sex_____ Race_____ Religion_____

Address_____

_____

Parent or Guardian_____

Occupation_____

Number of Siblings: Brothers - older_____ younger_____

Sisters - older_____ younger_____

Number Living in Household_____

B. Educational Backround Information:

Pupil's Present Class Placement_____

Name of Teacher_____

Entrance to P. K. Yonge: Date_____ Grade_____

Grades Repeated: Academic Year (s)_____ Grade (s)_____

Previous School Enrollment:

Name of School: Location: Dates: Grades:

_____

_____

_____

_____

SUPPLEMENTARY EDUCATIONAL SERVICES

Previous Individual Assessment and/or Services Received by Child:

Type of Service: Date: Comment, Observation and/or Findings

Guidance Counselor

Social Worker

Speech Therapist

School Nurse

Other Medical Services

Special Education

Reading Clinic

Academic Tutoring

Psychological Services

Tests Administered: Date: Name of Test; Results:

Readiness

Achievement

Group I. Q.

Other Tests

SUPPLEMENTARY EDUCATIONAL SERVICES

Individual Psychological Evaluation:

Date: Administered by: Location or Report:

Other Services Received: Date: Comment, Observation and/or Findings:

Specific Recommendations: Follow-up:

Previous Institutional Placement:

Institution: Date: Reason:

Information Regarding Referral:

Pupil referred for Supplementary Education Services:

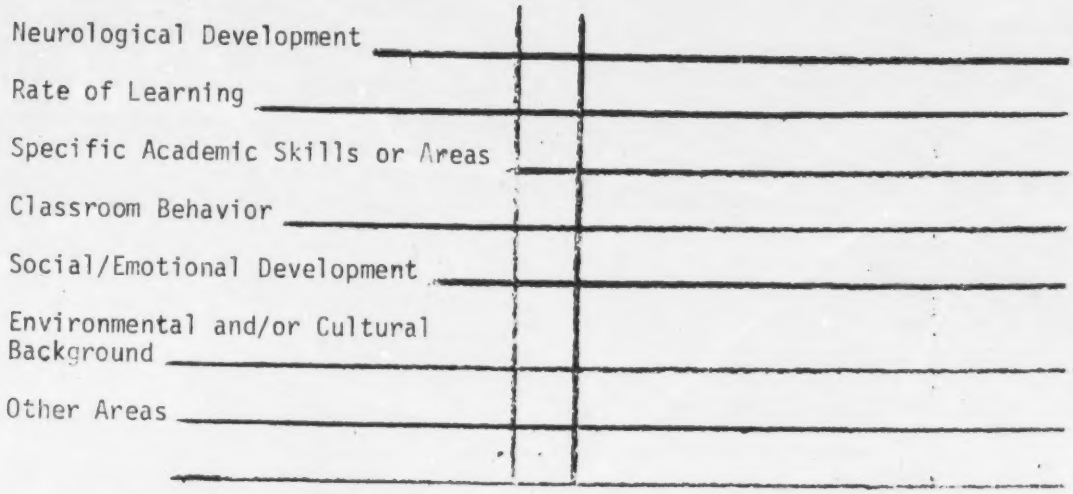
by _____ position _____ Date _____

Reason for Referral: _____

Suspected and/or Observed Extreme Differences

Areas of Exceptionality:	X	Comments:
General Physical Development		
General Physical Health		
Motor Coordination:		
Ambulation		
Manipulation		
Vision		
Speech		
Hearing		

SUPPLEMENTARY EDUCATIONAL SERVICES



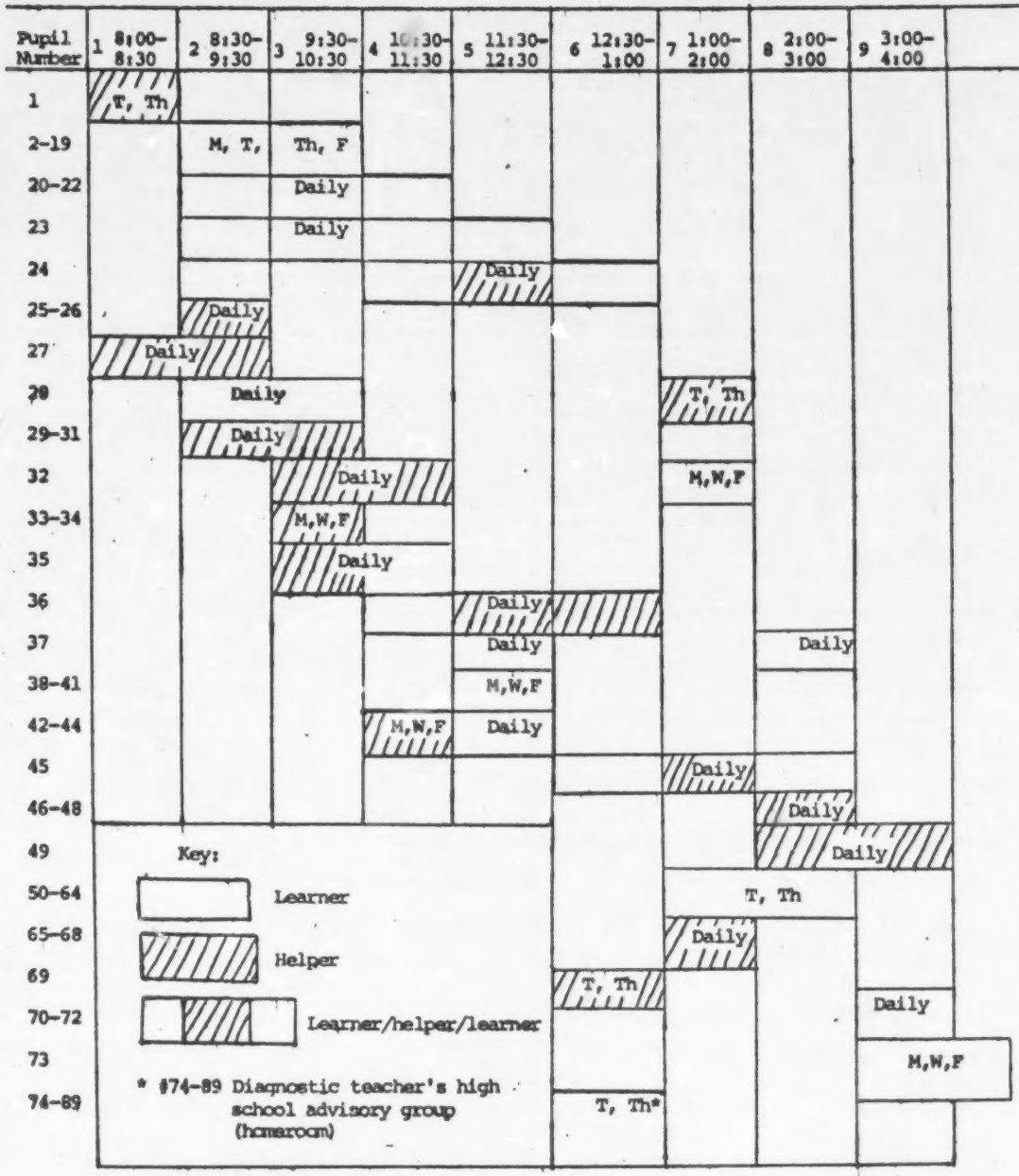
Dates Child Observed for Initial Evaluation.

Conferences.
Date: With Whom.

Recommendation

Follow-up:

Appendix C


Pupil Number
1 8:00-8:30
2 8:30-9:30
3 9:30-10:30
4 10:30-11:30
5 11:30-12:30
6 12:30-1:00
7 1:00-2:00
8 2:00-3:00
9 3:00-4:00
1
T, Th
2-19
M, T,
Th, F
20-22
Daily
23
Daily
24
Daily
25-26
Daily
27
Daily
28
Daily
T, Th
29-31
Daily
32
Daily
M,W,F
33-34
M,W,F
35
Daily
36
Daily
37
Daily
Daily
38-41
M,W,F
42-44
M,W,F
Daily
45
Daily
46-48
Daily
49
Daily
Key:
50-64
Learner
T, Th
65-68
Helper
Daily
69
T, Th
70-72
Learner/helper/learner
Daily
73
M,W,F
74-89
* #74-89 Diagnostic teacher's high school advisory group (homeroom)
T, Th*

OBSERVATION OF:

Date/Time	Scheduled Activity	Observed Behavior	Significant Dialogue	Implications & Recommendations

Appendix E*

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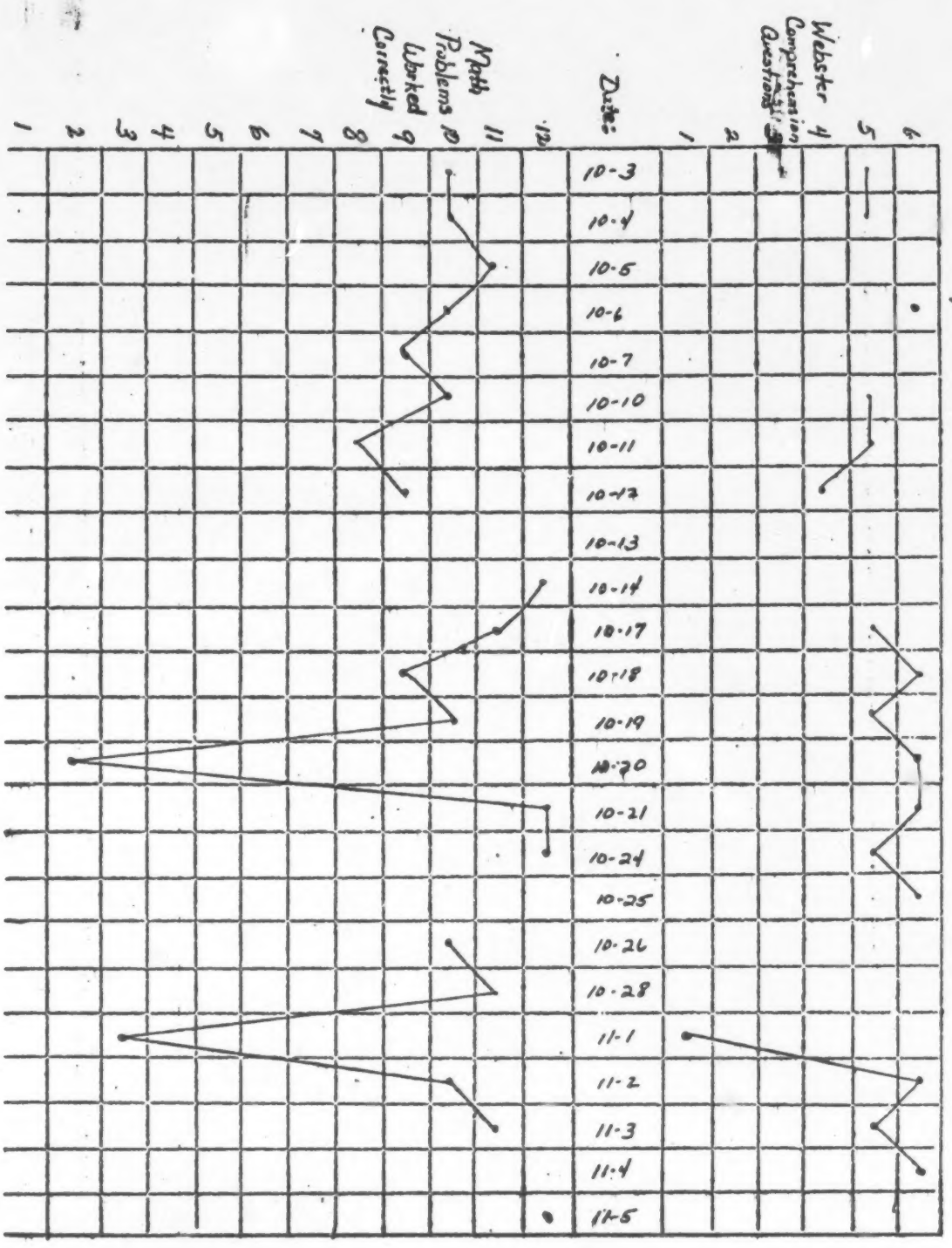

Name: Lynn Conner

Graph: Numbers Graph #1

* See next page.

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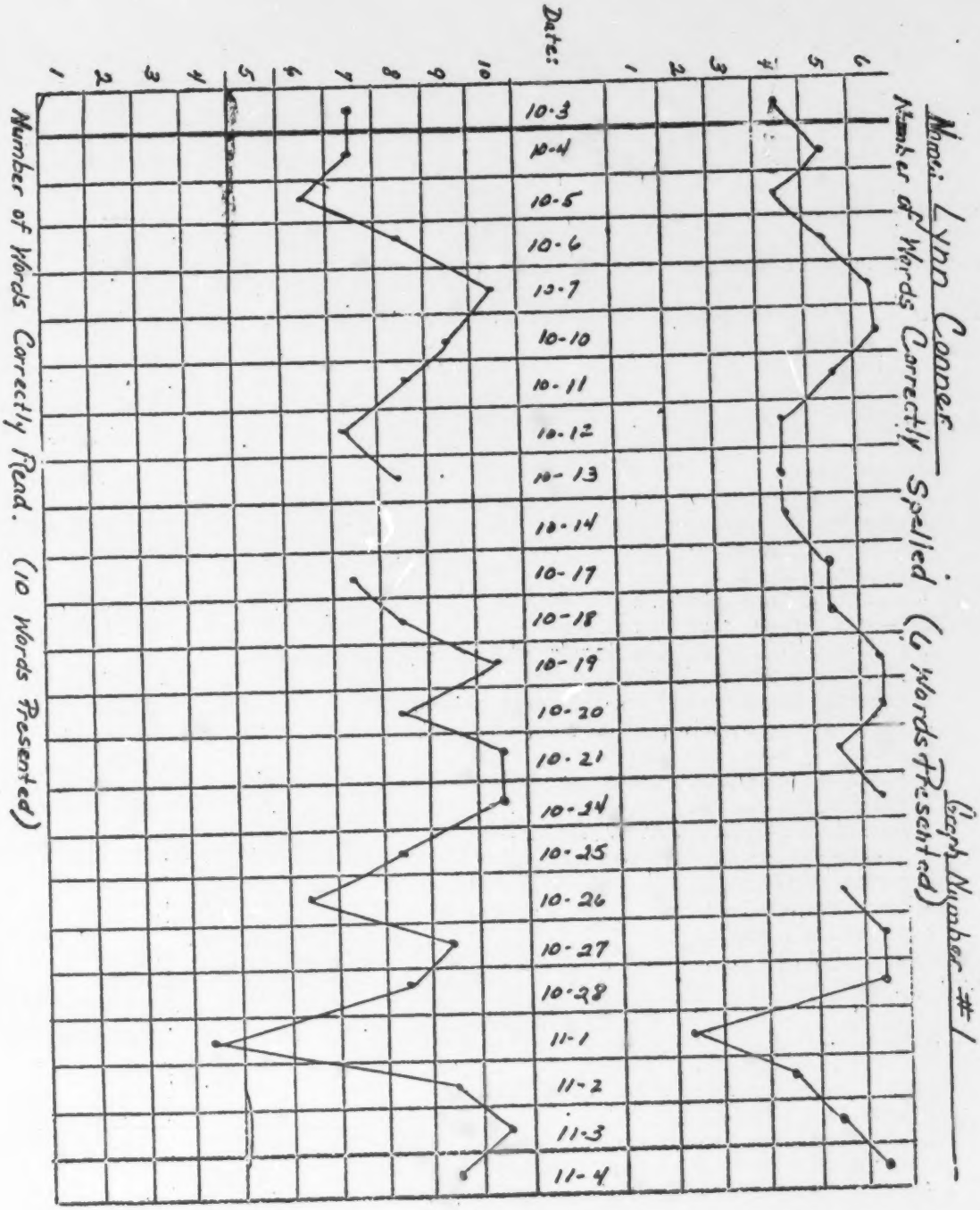
Appendix E (continued)



*These graphs indicate that November 2nd was a "bad day" for Lynn. In an evaluation conference, the teacher helped Lynn see how her attitude and/or emotional set affects her academic performance.

On October 20, since she did well in other areas, the teacher concluded that Lynn's math task was probably too difficult.

Appendix F

Materials

The following list of equipment and materials is not all inclusive, but is a representative sample of the materials available for use by the students participating in the resource room. Some materials are used by only one student. Others listed are used by many or all students.

Equipment:

10 work carrels
1 file cabinet
1 stop watch
5 kitchen timers
1 record player
1 cassette tape recorder
1 reel-to-reel tape recorder
1 EDL Junior Controlled Reader with filmstrips
1 EDL Flash-X
1 Hoffman Reader with records and filmstrips
8 earphones adaptable to the record player, tape recorder, and Hoffman Reader
1 punching bag
1 adjustable balance and walking board
1 5x10 tumbling mat
1 Acoustifone Kit, including six earphones
1 adapted electric typewriter with key shield
1 manual typewriter
hammers, saw, nails, vice, pliers, etc.
1 platform rocking chair

Testing Materials:

Titmus Vision Tester
Tri-tone Audiometer
Wepman Auditory Discrimination Test
Spache Reading Scales
Mills Learning Inventory
Illinois Test of Psycholinguistic Abilities
Frostig Test of Visual Perception
Slosson Tests for drawing Co-ordination, Oral Reading, and Intelligence
Sullivan Programmed Reading Test
Math Diagnostic Skill Test (Brown)
Measure of Intelligence by Drawing (Goodenough)

Ottawa School Behavior Checklist
Florida Key Inferred Learner Self-Concept
I Think I Am (Davidson-Greenberg)
Self-Esteem Inventory (Coopersmith)
How I See Myself - Secondary and Elementary (Gordon)

Academic and Perceptual Achievement Materials:

McGraw-Hill
Sullivan Programmed Readers
Reading for Concepts, Books A-H
World of Work (kit)

American Education Publications
Weekly Reader Practice Books
Phonics and Word Power
Read/Study/Think
Imagine and Write
Science Reading Adventures
Table and Graph Skills
Map Skills
Ecology, books A,B,C

Science Research Associates
Distar Reading Program

Webster
Classroom Reading Clinic (kit)

Follett Publishing Company
3140 Important Words
Marrianne Frostig Developmental Program in Visual Perception

Platt and Munk
My First Crossword Puzzle Book
Phonics We Use (Learning games kit)

Charles E. Merrill
Spirit Masters Diagnostic Workbooks

Nip the Bear
Red Deer the Indian Boy

Continental Press
Spirit Masters
Beginning Sounds (levels 1 and 2)
Reading Thinking-Skills (levels 1 and 2)

Kentworth Educational Service
Silent Teacher (addition, subtraction, multiplication, and division)

Harcourt, Brace & World, Inc.

Palo-Alto Reading Program

Ideal Publishing Company
Pegboard with cards and pictures (42"x30")

Manufacturer
Playschool Match-ups

Miscellaneous

Basal readers (pre-primer-sixth)

Various reference materials (Atlas, dictionaries, Golden Book Encyclopedia)

Reading readiness workbooks for auditory, spatial, and visual discrimination and concepts

Developmental learning materials (pre-writing, sequencing, and concept cards; individual pegboard (5"x5" and 10"x10") with design cards; and an assortment of flash cards and blocks)

Arts and crafts supplies, including tiles and beads

Wide assortment of educational games and puzzles

Worksheets and workbooks for following dots, painting and coloring, coloring by number, and coding

Individual worksheets constructed by the teacher for all academic areas — particularly mathematics and cursive writing

Variety of recreational materials to be used in choice time activities as well as in development of perceptual - motor skills

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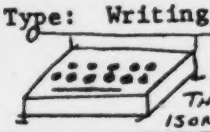
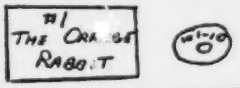
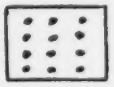
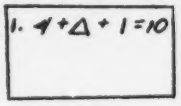
Task Number	Special Time	SAM S. Task TUESDAY	Evaluation
1		Type: Writing Skills 	✓ Do this again tomorrow.
2		Spelling: after ✓ booklet ✓ went ✓ order yellow ✓ window ✓	5/6 correct
3	9:00 A.M.	Hoffman Reader:  (with George)	✓
4		Phonics and Word Power: pg. 17	✓
5		Small Motor Skills  Pegboard Design (at standing table)	✓ Well done Go on to 7- tomorrow
6		Math (12 problems)  Do Worksheet -Graph-	✓ 11/12 correct Go to next step
7		Gross Motor Skills Throw the net ball to Jim.	✓ Continue this activity. Try throwing in a container or ring
8		Sullivan (10 minutes) pages 23 - 29	✓ 7 pages read in 10 min. 0 errors

This is a sample task sheet for Sam Smith who participated in Achievement Unlimited. Each day his task sheet is different. No other student's task sheet is identical. Although this student has extreme motor difficulties, he is capable of reading so few pictures are needed.

Appendix H

Daily Work Points for Sam Smith
(Student's Name)

3/20/72	Monday	||| |||	(13)	Name of Person Giving Points: Mrs. Brown teacher
3/21/72	Tuesday	||| || (12)	Miss Jake - intern -
3/22/72	Wednesday	||| ||| ||| (13)	Susan Sale
3/23/72	Thursday	||| |||	(11)	Mrs. Brown - teacher -
3/24/72	Friday	||| ||| || (12)	John Davis

This is a sample of an Achievement Unlimited individual point sheet for Sam Smith. It shows the points he received for exhibiting appropriate behavior during work periods. The total of work points possible for him to receive each day was 13.

Appendix I

Date	Day	8:30 Ready to Work on Time 5	Have Work Tools 2	Check In 1	Did Job 2	Special Points 5	Work Points 13	TOTA
3-20-72	MON.	5	2	1	2	5	13	2
3-21-72	TUES.	5	0	1	2	5	12	2
3-22-72	WED.	5	2	1	2	5	13	2
3-23-72	THURS.	0	2	0	0	5	11	1
3-24-72	FRI.	5	0	1	2	5	12	2
3-27-72	MON.							

This is a sample general point sheet for Sam Smith. It shows the total points he earned for each day.

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Appendix J
Questionnaire

1. Do you know any students who work in Mrs. Brown's room?

   YES

   NO

2. Do you work in Mrs. Brown's room this year?

   YES, ____ as a helper ____ learner ____ both

   NO

3. Have you ever worked in Mrs. Brown's room?

   YES, ____ as a helper ____ learner ____ both

   NO

4. Would you ever like to work in Mrs. Brown's room?

   YES, ____ as a helper ____ learner ____ both

   NO

5. Name some students you know who work there now.

   1.

   2.

   3.

   4.

   5.

DIRECTIONS:

Read both of the choices given each time and circle the number that is the closest to how you feel. Think only about how YOU would answer each time.

Each choice is to finish the sentence, "Most of the students who work in Mrs. Brown's room. . . "

Each time you are to look at the two endings given that could finish the sentence. Circle one of the numbers to show how you would finish the sentence.

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Look at the number 1. You have two choices to finish the sentence, "Most of the students who work in Mrs. Brown's room. . ." One choice is, ". . .are students I would like for friends." On the other side the choice is that they ". . .are students I don't like." If you feel that <u>most</u> of the students are people you would like for friends, you would circle the 1. If you feel that most of the students are people you don't like, you would circle the 5. If you feel somewhere in between, you would circle the 2, 3, or 4. The closer your number is to one side the more you agree with that side.

Look at number 2. It is different. One side says, they have a lot of things about them I don't understand. The other side says, they are easy to understand. If you have great difficulty understanding <u>most</u> of the people in Mrs. Brown's room, you would circle the 1. If you think they are as easy to understand as your other classmates, you would circle the 5. If you feel somewhere in between, you would circle the 2, 3, or 4.

If your choice is right in the middle of the two statements given, you would circle the 3.

If there are statements to which you cannot respond and you can't pick an ending to finish that sentence mark the 0 to the right of the numbers.

Remember we want to know how you feel about <u>most</u> of the students working in Mrs. Brown's class and about that classroom. Be honest with your answers.

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STATEMENTS: Most of the students who work in Mrs. Brown's room:

						No Answer
1.	Are students I would like to have for friends	1	2	3	4	5	0	Are students I don't like
2.	Have a lot of things about them I don't understand	1	2	3	4	5	0	Are easy to understand
3.	Are alot smarter than me	1	2	3	4	5	0	Are a lot dumber than me
4.	Look very different from me	1	2	3	4	5	0	Look about the same as me
5.	Act alot like me	1	2	3	4	5	0	Don't act a bit like me
6.	Are silly	1	2	3	4	5	0	Are not silly
7.	Always cause problems	1	2	3	4	5	0	Can sometimes help solve problems
8.	Are alot like kids everywhere	1	2	3	4	5	0	Are not like other kids in our school
9.	Have nothing wrong with them	1	2	3	4	5	0	Have alot wrong with them
10.	Are mean to other kids	1	2	3	4	5	0	Are nice to other kids
11.	Talk ugly	1	2	3	4	5	0	Talk nicely
12.	Are fun to help	1	2	3	4	5	0	Are people I don't like to help

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13.	Can sometimes help me					Never can help me with anything
	1	2	3	4	5	0
14.	I feel sorry for					I feel good about
	1	2	3	4	5	0
15.	Usually make me afraid					Don't ever bother me
	1	2	3	4	5	0
16.	I pick on					I am nice to
	1	2	3	4	5	0
17.	Get more help than they should get					Should get more help than they do
	1	2	3	4	5	0
18.	Make me feel angry often					Never make me feel angry
	1	2	3	4	5	0
19.	Feel good about themselves					Feel bad about themselves
	1	2	3	4	5	0
20.	Feel important when they are there					Feel unimportant when they are there
	1	2	3	4	5	0
21.	Feel imporant in other classes					Feel unimportant in other classes
	1	2	3	4	5	0
22.	Go there because they are bad					Go there because they are good
	1	2	3	4	5	0
23.	Go there to learn things					Go there to get out of learning
	1	2	3	4	5	0
24.	Are learning to be responsible					Are not learning to be responsible
	1	2	3	4	5	0

25.	Go there because they are dumb				Go there because they are real smart	
	1	2	3	4	5	0
26.	Do a lot of work there				Fool around most of the time they are there	
	1	2	3	4	5	0
27.	Learn alot when they are there				Don't learn anything there	
	1	2	3	4	5	0
28.	Do interesting things there				Do dumb things there	
	1	2	3	4	5	0
29.	Should stay only in Mrs. Brown's room all of the time				Should be in other classes too (like they are now)	
	1	2	3	4	5	0

Appendix K

SUPPLEMENTARY EDUCATIONAL SERVICES

P K. YONGE LABORATORY SCHOOL
UNIVERSITY OF FLORIDA
GAINESVILLE, FLORIDA

STUDENT PROGRESS REPORT

Name of Student _____ Date _____

Present Class Placement _____ Teacher _____

Dates Report Covers _____ ____ _____ thru _____ ____ __

Major Area (s) of Concern:

Teaching Approach Employed:

Materials Used:

Progress Noted:

Areas of Strength:

Areas of Weakness:

Recommendations:

Curricular -

Extra-Curricular -

Additional Comments:

Report Prepared By _____
Signature

Copies Provided for:

BELIEFS

Faculty members are continuing learners.

Faculty members value professional status.

Faculty members feel a responsibility for the total school program.

Faculty members seek to facilitate growth in one another.

Faculty members assume a responsible role in the improvement of education in the state, nation, and world.

Faculty members recognize parents and the community as partners in the educative process.

GOALS

That each student develop increasingly positive perceptions of himself.

That each student become an effective life-long learner.

That each student accept increasing responsibility for his own behavior and learning.

That each student develop those skills and attitudes necessary for effective group living and interaction.

That each student learn to adapt to change and effect change constructively.

That each student find real meaning for his life.

A 28 page monograph enlarging on these Values, Beliefs and Goals is available on request from Dr. J.B. Hodges, Director, P.K. Yonge Laboratory School.